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ABSTRACT

The sourcebook addresses ways to help autistic children manage their behavior by analyzing the learning environment, discussing behavior management techniques, and giving specific procedures for increasing attention and compliance. Introductory sections review the philosophy that emphasizes respect and self-confidence gained through success. Three major chapters address the following topics: creating a physical environment for learning (organization of time and data, application to other environments); planning techniques to encourage appropriate behavior (communicating with children with respect; cueing; modeling; using natural consequences; increased behaviors through positive reinforcement and contingencies; and decreasing behaviors through ignoring, redirection, and satiation and overcorrection); and increasing attention and compliance (levels of assistance and intervention). (CL)

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HELPING CHILDREN WITH AUTISM MANAGE THEIR BEHAVIOR

by

Nancy Justin Dalrymple

Indiana University
Developmental Training Center

EC 171 127

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This sourcebook is a revision of Educating Autistic/Severely Handicapped Children - Elementary Age, published in 1980 by the Indiana University Developmental Training Center. In this second edition the sourcebook has been divided into several sections. "Helping Children with Autism Manage their Behavior" is the first section to be completed.

The major contributor to this section from previous writings is Christine Zang Rans who was an original author to an earlier version of Creating a Learning Environment.

The major reader and editor of this edition has been Dr. Susan K. Shuster.

Manuscript preparation was done by Sandra Troth, Kay Fatch, and Carole Prutsman.

Pictures and cover design were drawn by Lynn McKnight Jones.

My thanks go to all the children with autism, their families, DTC staff members and my family who helped this Sourcebook evolve over the years.

The use of the masculine pronoun form throughout the book is for convenience and brevity and is not intended to be preferential or discriminatory.

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Introduction

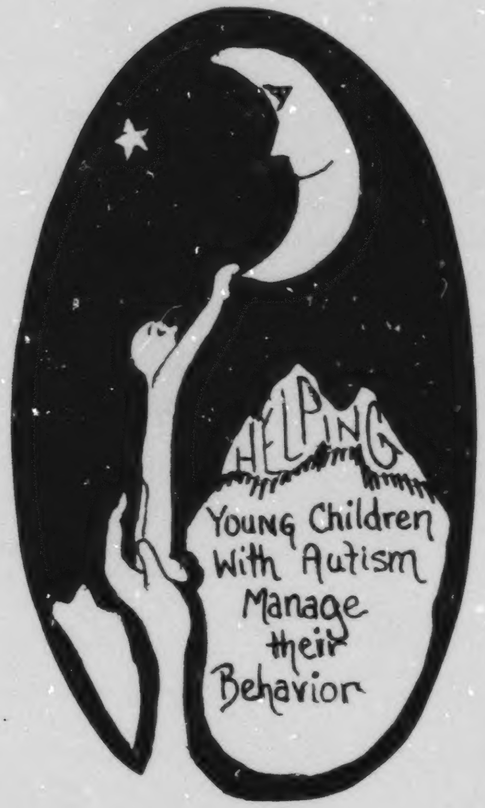
This sourcebook will cover the broad topic of helping children with autism manage their behavior by analyzing the learning environment, discussing behavior management techniques, then giving specific procedures for increasing attention and compliance. Adults working with autistic children must have long range goals to design appropriate and effective programs. Accurately assessing the child's current skills and setting appropriate expectations is a continuous process in program planning.

Because children with autism have such severe learning problems many teaching strategies used with other children are not always effective. Much of the reason for the failure of these strategies is the lack of understanding about the combination of perceptional and language deficits paired with the lack of social and relating skills and often accompanied by retardation which many children with autism present.

These children are hard to teach. They do not learn well from group instruction. They are not flexible and adaptable. They prefer doing things their way and often prefer to be left alone. Reinforcement is sometimes hard to give and difficult to get from autistic children.

These are some of the reasons why the adults who teach and care for children with autism must be trained to understand autism and what having autism means for the education of each individual child. Children with autism can learn. They need a great deal of training so they have the opportunity to become as independent as possible and live in the least restrictive environment possible as adults.

This sourcebook emphasizes techniques to help children grow toward independence by learning to take responsibility for their own behavior. Young children with autism usually require much help in this area. They can and will learn with supportive informed adults helping them.


HELPING
Young Children
With Autism
Manage
their
Behavior

Philosophy

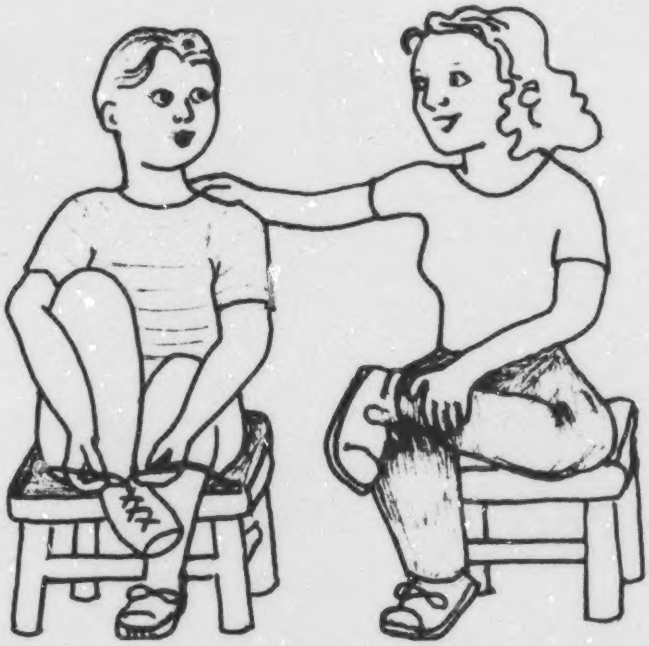
Children with autism are children first, and only secondarily are they individuals with disturbances. They have needs for attention, care, love, and understanding. They have insecurities, fears, and frustrations. They have rights just as everyone does. By making environments accepting of these children's rights and needs, each child's worth and uniqueness is acknowledged. Helping children with autism control their own behavior is the ultimate goal. Adults must provide an atmosphere that preserves and builds self-awareness and self-respect. Children then learn that they are liked and cared about. At the same time, clear expectations are established and consistency, both in words and actions is implemented.

Remember that most children sense when they are loved and accepted, and when they are not. Children with autism are in a difficult position. They seldom know what to do to be accepted, nor do some of them seem to care. Their actions often make adults angry and rejecting. Striking back at the environment or withdrawing from interactions are ways that children with autism learn to control their world.

When a child hears people talk about him, he can tell by the tone of their voice and their expression whether the conversation relates something good or bad; even if he can't understand all the words. He may be concerned and anxious about why his name is being mentioned or why adults are looking at him.

Failure to please adults, failure to learn how to care for himself, failure to know how to accept change in everyday life, and failure at school, are some of the frustrations an autistic child may face. He seldom has the pleasure of playing with other children because he doesn't know how. He may retreat into himself or lash out at people or objects in his environment.

All adults who interact with these children must make sure that success is attainable. To ensure this, each child's needs must be known well. Environments must be safe and predictable enough for the children to feel that they can try. They must learn that they are worthwhile people. They must see that adults are consistent, supportive, and caring. They must learn the relationship between their behavior and the consequences of their behavior. Battles for control can be kept to a minimum as the child grows towards independence with the support of knowledgeable adults. This sourcebook will describe ways to implement this philosophy.



Confidence grows with each small step toward success.

Creating A Physical Environment For Learning

Certain guidelines for teaching reoccur throughout materials and textbooks written about children with autism. These include: structure, routine, predictability, organization and consistency. It is often easiest to implement these guidelines for children with autism in self-contained classrooms and programs. However, it is possible to provide an appropriate program in other settings if the staff understands the child's needs and learning style and is willing to make accommodations to provide for these. As autistic children become able to accept change, learn from observations, and acquire communication skills, they can more readily benefit from being in the mainstream of school and community experiences. Ideally, a preschool or elementary age child with autism should be educated in a typical school environment where he has the opportunity to benefit from peer interaction and group instruction when he is ready. The needs of any given student will vary from month to month. The methods used to meet his special needs will have to be innovative and creative and will require a team approach. Although their needs vary, most children with autism can be accommodated in settings with other handicapped or nonhandicapped children. The design of these learning environments is the focus of this section.

Objectives for Creation of a Learning Environment

1. Create a structured, ordered environment which is inviting and helps provide the basis for building success and trust.

More attention must be given to the establishment of the learning environment for children with autism than for many handicapped children.

Knowing the child's special needs before bringing him into a program and making accommodations to meet these needs will be essential. Placing materials in the same place for easy access, keeping everything repaired and working, placing some items out-of-reach, and planning for children who run or bang heads are vital elements for a smoothly run program. Too much clutter and stimulation is difficult for autistic children. Many children with autism become frustrated quickly and move rapidly and thus need an environment which is always planned and organized. Such efforts to control the environment and the orderliness of the materials will be worth every bit of time it takes.

2. Create an environment which accommodates individual needs of children and provides areas for one to one interaction and various small group instruction.

An inviting classroom with color, toys and art displays can also have work areas designed for maximum attending behavior. There may need to be some work areas at tables, at desks, in quiet corners, or on rugs. Cupboards and cabinets can be used as dividers. At least one table should comfortably accommodate a group and a rug area should be large enough for everyone to gather with space in between. Children with autism need to have space around them and should not have to sit too close to a peer until they are ready. They do best in well defined spaces and often attend better at tables or when sitting in chairs. Some prefer soft seats or need a cuddly toy to carry around. At times some may need a rocking chair or rocking toy.

3. Create an environment where clear expectations regarding use of space, materials and time can be communicated.

Although children with autism may be stimulated by blowing heaters, loose cords, lights, shadows, mirrors, doors, running water or objects that spin, there is no reason to try to remove all of these from the environment. They can be minimized and avoided by careful housekeeping and use of space. The establishment of areas for play, for group activities, for work, as well as areas that are out-of-bounds help the children learn what is expected of them. Materials used by children should be placed on low shelves, in low bins and labeled or organized by use, lesson or child. Items which the child is expected to ask for in some way before being given should be in sight, but out of reach. Teacher-use materials must be less accessible to the children by being in closed cupboards and on higher shelves. As a routine is established, with activities always occurring in the same place, at the same time, and with the same person, this consistency conveys clear expectations.

4. Create an environment which encourages self-regulation and independence.

Consistency and predictability permit the child to learn his routine and help him move through it with less and less assistance. Each child's pace must be recognized and considered. Some children with autism are moving ahead of the rest of the group while others must contemplate and check everything out before moving. Making independence in all performance a realistic goal mandates that the learning environment be designed so that this is possible. Therefore, hooks must be low enough so that coats can be hung, a flat surface must be available so that coats can be laid out for those children who need to flip them, chairs must be close by for sitting so that boots can be put on, and cubbies for holding each child's mittens and hat must be handy.

5. Create an environment which will encourage staff to work together as a team and be supportive of one another.

Working with children with autism on a daily basis is an exhausting and frustrating experience unless there is a supportive team. Little successes need to be shared, and regressions need to be discussed. Language sessions with a clinician are best conducted in the classroom, so that other staff can observe the interactions and activities. The clinician also has the opportunity to make the lessons compatible and functional with other skills being taught. Seeing children at lunch, or in an art class, or in a kindergarten class provides valuable insights into how they use language and perceive their world. Parents, administrative staff and all personnel who come in contact with the children need to be able to follow current behavioral plans and understand the educational programs.

ORGANIZATION OF SPACE

Children with autism need adequate space. For a class of five or six children a standard sized classroom is necessary to provide areas for one-to-one instruction, spaces to be alone, areas for play, room for group activities, and provision for various other curriculum centers. Dividers within the room are needed. If the autistic child is going to be with ten or twelve or more children at a time he will need help to know where he can "escape" if needed and how to get himself out of tight spots.

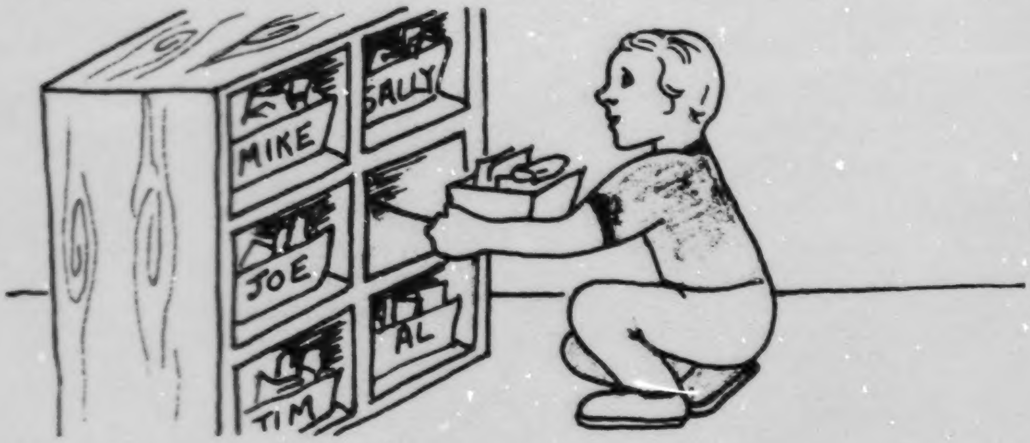
Expecting young children with autism to sit for long periods is unrealistic. Some classrooms have individual desks or tables assigned to children and have space enough to permit movement and variety. Teaching a child to "go to your desk" may be an effective control intervention. However, children can just as effectively learn where they are to be during each segment of the day and can more clearly understand what they are to be doing if it occurs in a place different from the previous activity.

It is wise to plan the environment as carefully as possible before school starts. If changes in the classroom environment must be made after school begins, involve the children in the change rather than surprising them one morning. They will adapt much better. The following questions regarding space should be answered for each child.

Can he sit at a table? What size? For how long?
Can he sit with others within arms length?
Where does the teacher need to be in relation to the learner?
How much noise can he tolerate?
Does he work best on the floor, at a desk or table? During what activities?
Is the lighting and temperature optimum?
Do shadows or sunlight distract him?
Can he move from one space to the other independently?

Can he move outside the room with a group or does he need one-on-one attention?
Does he run away?
Does he eat non-edibles?
Does he put small items in registers or other holes?
Does he self-stimulate with mirrors, heaters, puzzles, etc.?
Does he stop up sinks or toilets?
Do special alterations such as screens over registers, removal of toilet paper, or soldered plates on drains need to be made?
Does he grab and/or get into things?
Does he need something on which to rock or recline at times?
Does the teacher need to put long hair up or avoid dangling earrings or necklaces, or wear solid colors to avoid distraction?

Decide what areas will house art, cooking, books and supplies not use by the children. Keep these in enclosed cupboards or on top of cupboards. Some open-cupboards can be "out-of-bounds" to the children. Materials used independently by the children should be low, but in assigned spaces. Lesson materials can be kept in individual cubbies (dishpans work well) and kept on shelves or in shelves for child retrieval. The materials for the week are kept in the cubbies with the objectives, teaching procedures, and order of the lesson. If two or three children share materials these can be kept in one cubby or on a nearby shelf. Each group lesson is organized in its own cubby.



Individual lesson boxes kept in cubbies encourages independence.

Centers for independent use may be at a desk or table with a language master, typewriter, film-strip viewer, or manipulative materials. These need to be organized so that when the child has been taught to work the equipment, he may choose or be directed to a center.

Bathrooms and sinks are most useful if they are adjacent to the room. Many young autistic children do not ask to use the bathroom and therefore need easy accessibility. A sink in the room is helpful to make washing hands, cups or paintbrushes and brushing teeth become independent activities.

The provision of a space to go to be alone helps some autistic children cope with demands and people better throughout the day. An isolated sit-out area where a child must go to get himself more in control is often needed. Occasionally a time-out area may be needed with a child who has extreme acting out behaviors. To help the child who is self-injurious, rug areas, soft seats, avoidance of sharp, hard corners or rough edges on tables and chairs should be provided.

Sitting at an attached desk and chair is impossible for some children who bang their heads, because the chair can't be slid back at will. For other children, an attached chair helps keep them in place. Where the child sits in relation to the teacher must be considered. When much assistance is required the teacher should sit to the dominant side and in a position where he/she can easily move behind the child. Sitting at an angle to the child works well for some activities whereas sitting across from him at his eye level is optimum for others. Placement of the child's body in relation to objects and distractions in the room must be planned also. With certain children a space with padded walls and floor may be needed initially.

Materials and areas permitting rocking, spinning, jumping, etc., should be available. When the child is working, these behaviors are not permitted; but at specified times, and in specific places they are allowed. Gradually the need for the self-stimulating activity decreases, but during high stress or regressions it may return.

The following page is a diagram of a classroom environment designed for children with autism.

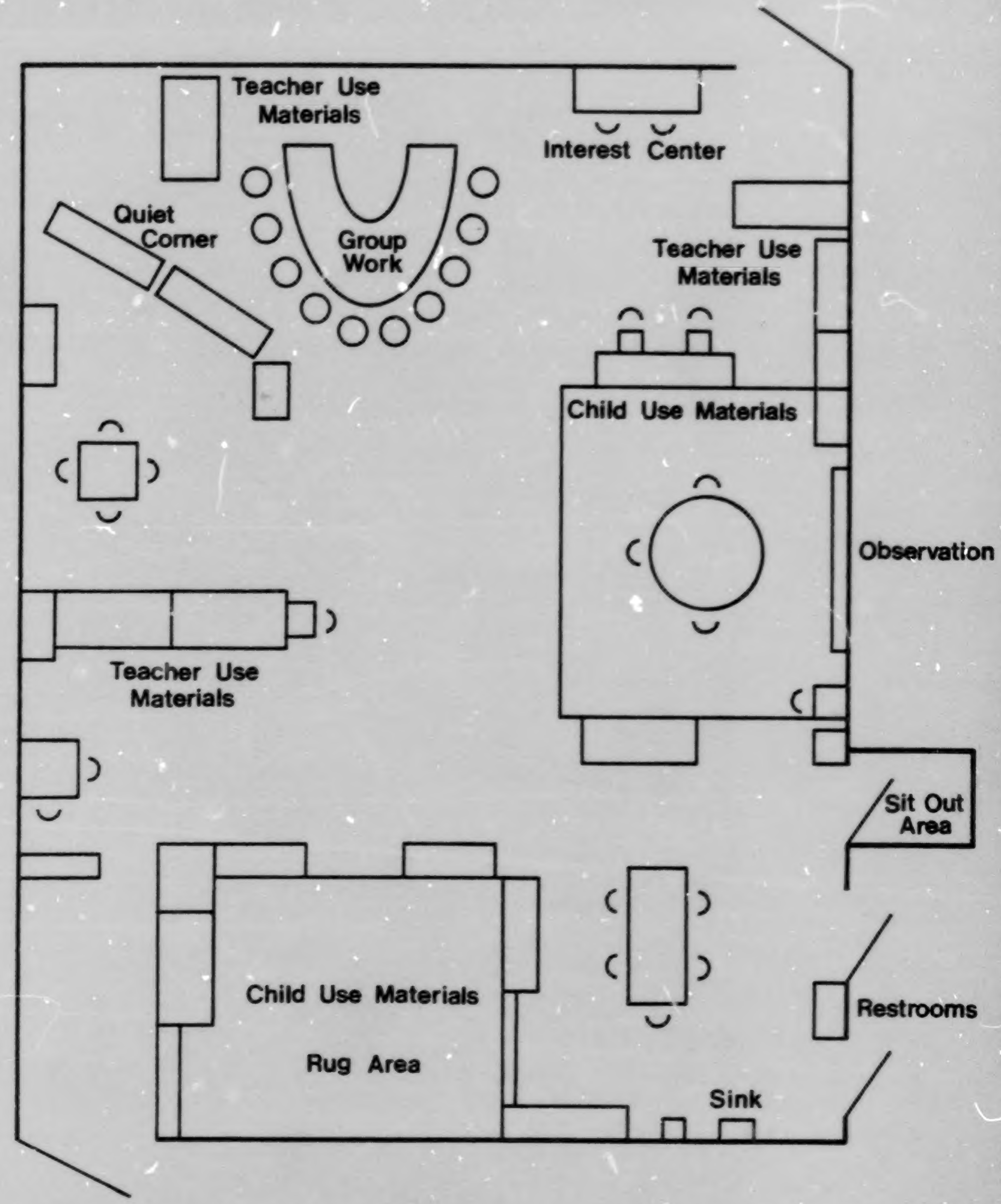
ORGANIZATION OF TIME

There are no perfect answers to staff time allocations. Often lunch hours are short or non-existent for teachers and assistants because of the need to closely supervise during lunch and recess. Support staff or mainstreaming teachers are not readily available. To have a successful program, the staff must also find time to meet together. Negotiations should be made for staff time. Ask such questions as: If the speech clinician is assigned one hour per week per child, how might this be arranged for maximum effectiveness? How can children be taught to use "free time" or "independent time" to advantage so that all children do not require adult programming every minute?

Usually, the classroom teacher will become the case manager. This involves prime responsibility for implementing the IEP, collecting and analyzing data and coordinating the entire program. Sending logs to staff and parents and chairing staffings to discuss procedures and interventions may be part of this job.

If data and information is current, interdisciplinary staffings can be highly efficient times. Setting an hour a week aside for this activity

A PLANNED CLASSROOM ENVIRONMENT


Teacher Use Materials
Interest Center
Quiet Corner
Group Work
Teacher Use Materials
Child Use Materials
Observation
Teacher Use Materials
Sit Out Area
Child Use Materials
Rug Area
Restrooms
Sink

will usually keep each child's program updated for a classroom of five or six. These interdisciplinary groups may have to meet more often during the early implementation of a program, and less often as the program begins to run smoothly. Learning from each other is valuable to staff members even if individual child problems are not being discussed. However, unless short staffings are scheduled regularly, the consistency and predictability can fall apart. Undesirable behaviors may become more frequent or progress may be minimal. Staff may become antagonistic and frustrated.

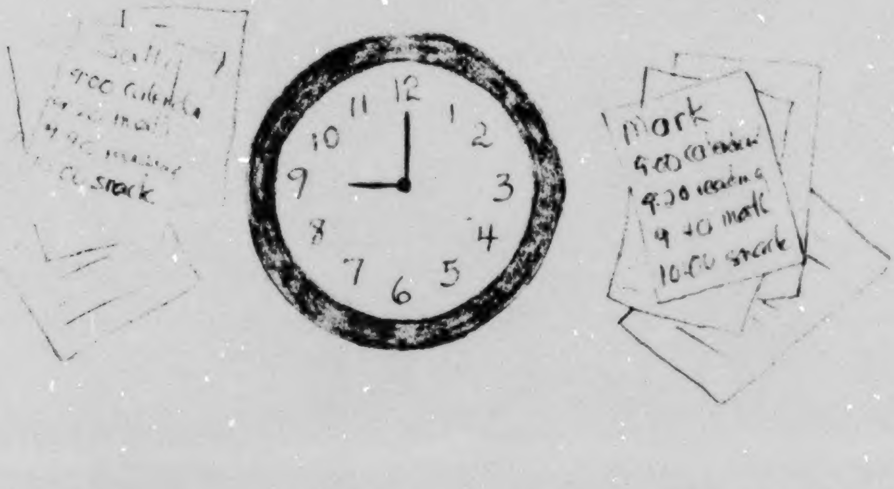
Volunteers, college students, parents and/or grandparents may be helpful to the program. They must be well trained and kept current on each child's program. To be most helpful they need to come daily at the same hours. Inconsistency in staff across days makes consistency in programming that much more difficult. In less structured lessons such as play sessions or art these changes can be accommodated better. However, the consistent staff in the room must then take responsibility for behavioral interventions.

Teachers of children with autism must be organized, optimistic, patient, and have a sense of humor. They must be willing to keep data, adjust to meet children's needs and always work to have the child succeed and trust his world. This involves large quantities of time in order to plan, innovate, observe, create, love, chart, analyze, discuss and teach. Teachers need to be advocates who are willing to work with the environment and system for the benefit of the child.

Since children with autism do not adjust to changes easily, the staff should work out a schedule that seems most likely to fit each child's needs. Background information, observations, the case conference and parents should be good sources. After the initial assessment period some adjustments may be needed, but it is best to design a plan and stay with it long enough for the child to learn the schedule. Adjustments within lessons can be made. The following questions regarding the use of time need to be answered for each child:

How long can he attend in groups?
How long can he attend in individual lessons?
How long can he sit?
How much does he need to move, jump, twirl or play with a favorite toy?
How different does his program need to be to accomodate his needs?
Are 10 or 20 minute lessons best in some skill areas?
Are activities that last only 2-3 minutes needed?

On the following pages are sample weekly classroom schedules. The first one is a general schedule for a class of six autistic children and two kindergarteners who come to school at 11:00 a.m. for two days a week. The geometric shapes indicate the location of the lesson. Note that throughout most of the morning the children have quite individual schedules. The other schedules are samples for individual children.



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CLASS SCHEDULE

TIME/CHILD -	Mark	Jerry	Joey	Randy	Greg	Karen	Kinder-gartener T,Th
9:00	Reading ○	⏢, Numbers, Colors Body Parts	rug Imitation Spatial Relations	Play Area Following Directions	Gym M , W Speech T,Th,F	Writing □	↓
9:20	Math □	Finemotor ▭	Gym M, W Speech T,Th,F	⏢ Matching and Tactile	▭ Finemotor	Moving Chores	↓
9:40	▭ Practical Workshop skills	Gym M, W Speech T,Th,F	□ Matching	rug Body Awareness	□ Matching	▭ Workshop skills	↓
10:00	rug Language	▭ Signing and Language	○ Body Awareness	Gym Speech	▭ Signing and Language	rug Language	↓
10:20	⏢ Finemotor	Listening, ⌒	and →			Gym M, W Speech T,Th,F	↓
10:40	Gym M,W Speech T,Th,F	rug Imitation and Structured Play	▭ Finemotor	Finemotor	Toileting	○ Application of Math	Arrive for Lunch
11:00	Ready for Lunch —— Lunch in cafeteria, Recess, Grooming →						
12:20	□ Independent	□ Independent	▭ Independent	Auditory ○	▭ Independent	Moving Chores	▭ Ind.
12:40	Games ⌒ →		Interaction ○	Moving Self-Help	Interaction ○	▭ Application of Reading	Games ⌒
1:00	Art and Snack ○	Art and Snack ▭ →				Art & Snack ○	Art & Snack
1:30	Directed Play - M,W,Th Mainstreamed in	Mainstreamed In Pre-School/Regular	Directed Play	Directed Play	Toileting Directed Play	Directed Play	↓
2:00	3rd Grad Art - T & F Music & Story - M,W,Th		Music Story	Music Story	Music Story	Music Story	↓

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This type of individual schedule lets everyone know where the child is and what he is to be doing. Something denoting location of lesson might also be appropriate as on the next schedule.

Name Ken

Dates

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20	1-1 Reading	Reading	Reading	Reading	Reading
9:00 - 9:40	1-1 Math	Math	Math	Math	Math
9:40 - 10:00	1-1 Speech	Speech	Independent in Speech area	Speech	Speech
10:00 - 10:20	Group games	Group games	Group games	Group games	Group games
10:20 - 10:40	Gym	Fine 1-1 Motor	Gym	Fine 1-1 Motor	Fine 1-1 Motor
10:40 - 11:00	"	1-1 Typing	"	1-1 Typing	1-1 Typing
11:00 - 12:10	Ready for	lunch,	lunch,	recess	
12:10 - 12:20	Grooming	Toothbrushing	etc.		
12:20 - 12:40	Auditory group 3-1	Auditory group 4-1	Auditory group 5-1	Auditory group 4-1	Auditory group 3-1
12:40 - 1:00	Language group 2-1	Language group 3-1	Language group 2-1	Language group 3-1	Language group 2-1
1:00 - 1:20	Art group 4-2	Art group 6-3	Art group 5-2	Art group 6-3	Art group 4-2
1:20 - 1:30	Snack same group	Snack	Snack	Snack	Snack
1:30 - 2:00	Directed play	Directed play	Directed play	Directed Play	Directed Play
2:00 - 2:15	Music 8-4	Music	Music	Music	Music
2:15 - 2;30	Story 5-2	Story 7-3	Story	Story	Story

Some children must be scheduled into larger blocks of time with varied activities planned with one person to permit a standard of performance to be established. If the task is not done as specified with explicit behavior, it must be repeated. This helps prevent the lack of time, keeping the child from completing the task.

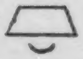
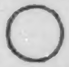
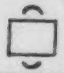
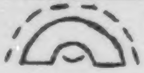
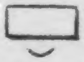
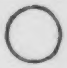
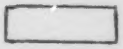
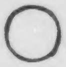
Name Karen

Date

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:00	Arrive, Coat off,etc. →				
9:00 - 10:20	With Assistant on 1-1 for:	Chores Writing Talking Work tasks Music with headphones and rocking chair are reinforcers	All performed in different areas.		
10:20 - 10:40	Gym	Speech	Gym	Speech	Speech
10:40 - 12:15	Work tasks, Lunch and Recess with teacher supervising				
12:15 - 1:00	Application of Math and Reading and Grooming with student supervising				
1:00 - 1:30	Art group and snack			Teacher Supervising	
1:30 - 2:00	Free and Structured Play			Same as above	
2:00 - 2:15	Music →			Same as above →	
2:15 - 2:30	Story →			Same as above →	
2:30 - 2:45	Ready to go home →			Same as above →	

Mainstreaming should be planned with the receiving teacher and indicated on the schedule. Initially, someone may need to go with the child to facilitate the transition and train others. This can be faded as the child's needs indicate.

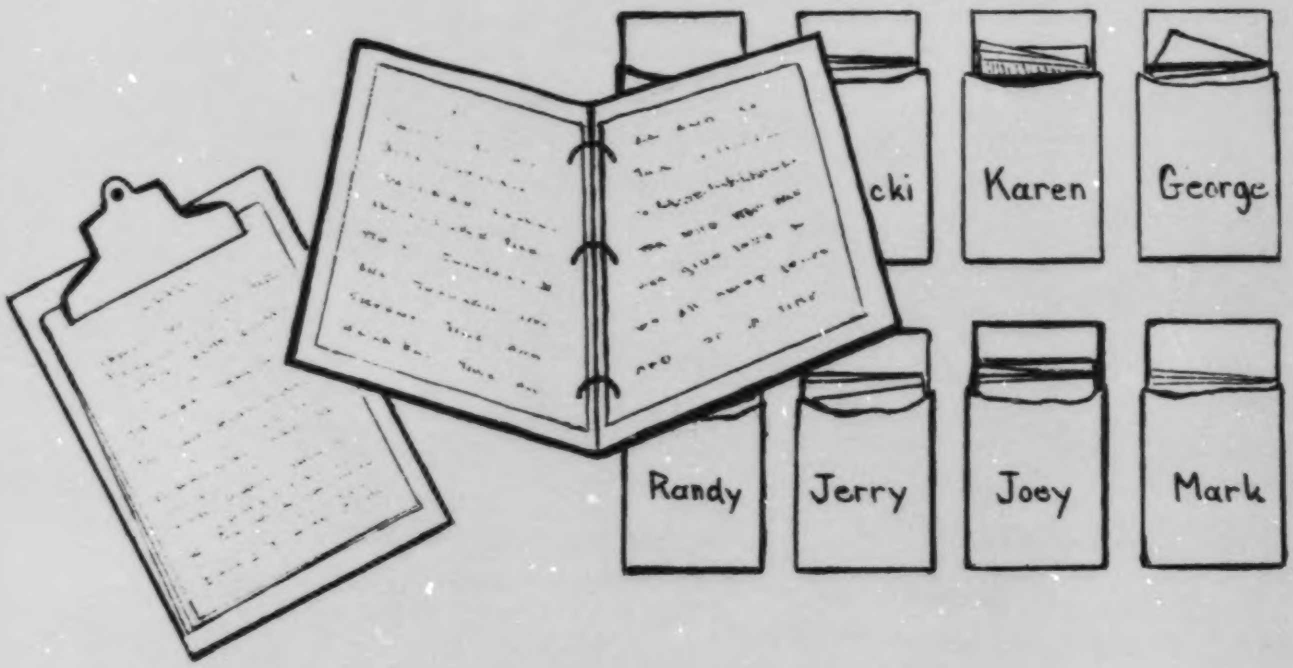
Name Jerry Dates ______

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 9:00	Arrive - Hang up coat etc.	→	→	→	→
9:00 - 9:20	Numbers Colors Body parts		→	1-1	→ Assistant
9:20 - 9:40	Fine Motor		→	2-1	→ Student
9:40 -10:00	Gym	Speech	Gym	Speech	Speech
10:00 -10:20	Signing and Language		→	1-1	→ Teacher
10:20 -10:40	Listening Group		→	4-2 or 4-1	→ Assistant
10:40 -11:00	Structured Play		→	1-1 or [illegible]-1	→ Student
11:00 -12:10	Ready for Lunch - Lunch - Recess		→	→	→ Independent with
12:10 -12:20	Grooming and Toothbrushing		→	→	→ supervision from Teacher
12:20 -12:40	Structured Independent Activities		3-1	→	→ Assistant
12:40 - 1:00	Games and Interaction		2-1 or 3-1	→	→ Teacher
1:00 - 1:20	Art Group		4-2	→	→ Teacher and Volunteer
1:20 - 1:30	Snack		4-2	→	→ Teacher and Volunteer
1:30 - 2:30	Mainstream In	→	→	→	→ Assistant
2:30 - 2:45	Pre-School Class	→	→	→	→

ORGANIZATION OF DATA

Data may be collected in a variety of ways. It must be logged, compiled and shared with others.

The IEP should become a working document after its development. Task analyses for some objectives may need to be written, or, short term objectives leading to the IEP objective may have to be designed. Interventions and procedures to reach each objective must be planned and constantly updated. These objectives should be divided among the various activities in the child's day so that almost all IEP objectives can be worked on each day. The program plans may be placed in the lesson cubbies with materials, on each staff member's clipboard, in children's notebooks, or in envelopes on the wall, but they should be accessible and utilized.



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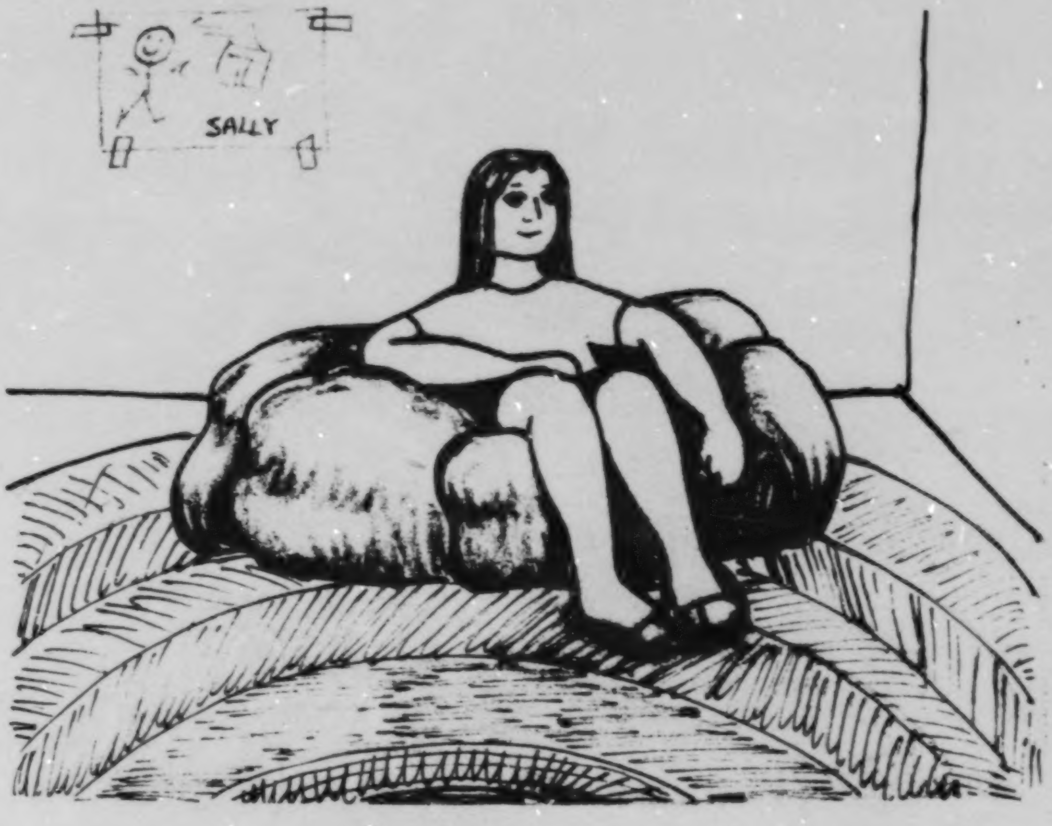
Some forms for collection of data can be designed for use with all children and some will need to be specific for each child. These forms must reflect the information needed to show progress towards IEP objectives and goals. There also will need to be medication, seizure and activity level forms which help monitor medication or interventions. These should be tabulated and charted periodically. A variety of these forms follow with brief explanations. (Some sheets begin with Friday because summaries are made on Thursday afternoons to go home on Friday.) Parents can keep similar charts at home and be included in tabulations.



Having a quiet place to relax at times makes it easier to work.

NAME: WEEK OF:

SKILL AREA:	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
OBJECTIVE #1 Trials-					
Notes -					
	Criterion:				
OBJECTIVE #2					
OBJECTIVE #3					
OBJECTIVE #4					
OBJECTIVE #5					

Name ______________________________ Date ______________________

Record of Responses

Target Behavior:

Criteria:

Stimulus:

Comment:

Code: I = Independent
V = Verbal cues
P = Physical prompts
A = Assistance
Yes/No can be used for two columns.

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Health ____________________ Daily Log Chris Date ____________

Medication ______

Activity Level: Time Level Comments

	____________	____________
	____________	____________
	____________	____________

Behavior

Attending to tasks

Following directions

Response to changes in routine

Screaming: antecedents/consequences

Sitting for lessons

Sitting for groups

Group attending

Communication

Expressive language

Use of pronouns

Response to who, what, what doing questions?

Initiating conversation

Self-Help: How much independence?

Washing/drying hands

Snap/buckle/zip

Shoe tying

Skill Areas

Gross motor

Independence: activities, duration

Fine motor
- tracing
- cutting
- writing
- manipulating

Academics

Reading words

Comprehension?

Math
- more
- time
- money
- addition
- subtraction

Sequencing

Prepositions

Reinforcers

Socialization

Interaction with peers

Interaction with adults

Parallel play

Outdoor play

Toys played with

Board games

Comments:

Daily Log for Jerry

Date ________________

Health ____________________

Tired?

Eating?

Attending

Familiar tasks 10 min. (1 redirection)

Familiar tasks independent 5 min.

Looking at adult 10-15 min.

Complying with directions

Imitating

Arm movements

2-step demonstration w/object

Manual signs (10)

Self Help

Undress

Unzip/untie/unsnap/unbutton

Get coat/put on alone

Fork/spoon

Bathroom Routine

Brushing teeth w/no fussing

Wash hands with Total Communication Cues

Bowel movements

Total Communication

Understands?

Using with 1 cue

Comments

Wearing headphones

Responding to sound

Matching

Fine Motor

Holding/using instruments

Puzzles

Scissors

Patterns: block/bead/peg

Look at a book

Recognize name

Play Skills

Parallel play 5 min. (1 redirection)

Cooperative play?

Toys played with

Riding bike

Playground equipment

Other PE equipment

Sitting in groups 15 min.

Reinforcement being used

Name ____________________ Date ____________________

BATHROOM ROUTINE

	Times								
GOES INTO BATHROOM									
UNSNAPS PANTS									
PULLS DOWN OUTER PANTS									
PULLS DOWN UNDERPANTS									
SITS ON TOILET OR STANDS									
URINATES/BOWEL MOVEMENT									
STANDS UP									
PULLS UP UNDERPANTS									
PULLS UP OUTER PANTS									
SNAPS PANTS									
FLUSHES TOILET									
GOES TO SINK									
TURNS ON WATER									
REGULATES WATER									
PICKS UP SOAP									
RUBS HANDS TOGETHER									
RINSES HANDS									
TURNS OFF WATER									
GETS TOWEL									
DRIES HANDS									
THROWS AWAY OR HANGS UP TOWEL									
REINFORCEMENT OFFERED									

Accidents:

Code:
I = Independent
VC = Verbal Cues
P = Physical Prompts
A = Assistance

Charting for Greg Date____________________ Discipline________________

	Criteria-4/5 days	Monday	Tuesday	Wednesday	Thursday	Friday
Limpness Hitting Kicking Pulling items	0					
Throwing familiar items	No more than: 2x per disc.					
Fist to head excluding toileting	1x per hour					
Headbanging excluding toileting	1x per disc.					
Accepting changes	without upset					
Positive ineractions initiated	increase from 0					
Food intake	equivalent of three meals per day					
Spoonfuls himself Cup returns Finger food Food thrown	Independent					

Activity Level Rating Scale

1 = very inactive = Can be observed to be drowsy, lethargic and disoriented. Much staff involvement is needed to motivate child to attend and respond. Evidence of progress with regard to specific goals and objectives is impeded due to inactivity and inattention.

2 = somewhat inactive = Can be observed to be somewhat drowsy, lethargic, disoriented. Some staff involvement if needed to motivate child to attend and respond. Some evidence of progress with regard to specific goals and objectives is being made.

3 = moderate activity = Neither unusually inactive or active. Can be described as being animated, responsive and attentive to the task. A minimum amount of staff involvement is needed to motivate/control child's behavior. Evidence with regard to specific goals and objectives is apparent.

4 = somewhat active = Can be observed to be easily distracted and more extraneous movement. Some staff involvement is needed to control/direct child toward task completion and provide assistance in making transitions. Some evidence of progress is being made.

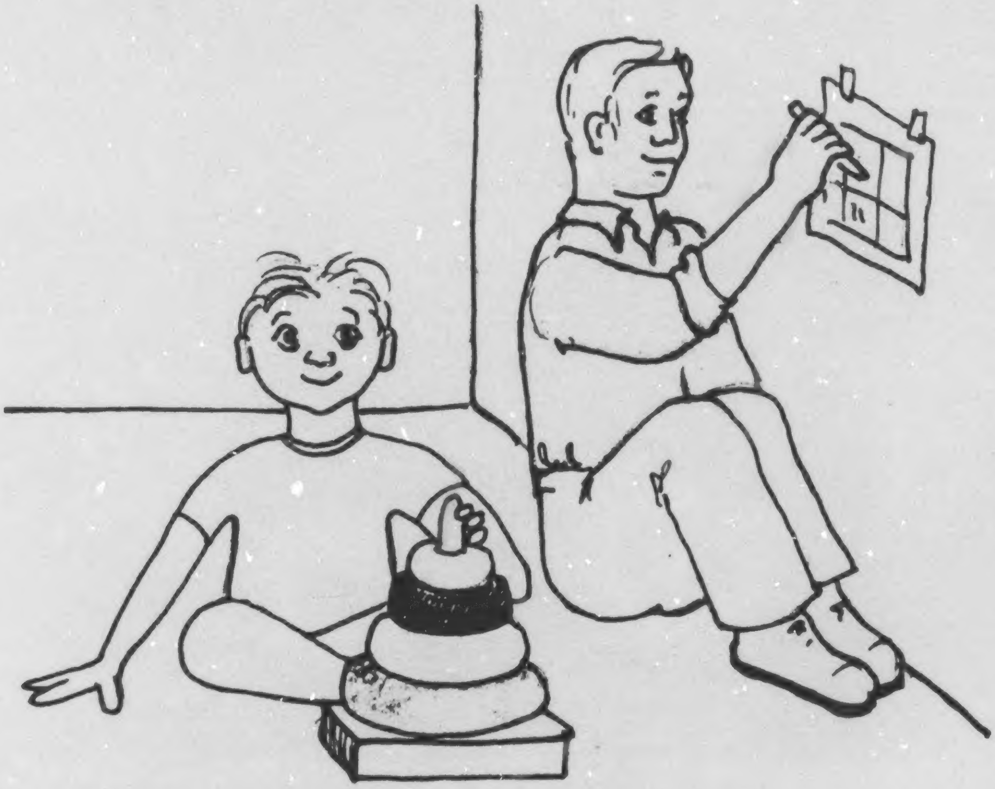
5 = very active = Can be observed to be engaging in pinching, climbing, hopping, jumping, extraneous talking and head movement, etc. Much staff involvement is needed to control/direct child's behavior back to task and to provide physical assistance in making transitions. Evidence of progress with regard to specific goals and objectives is impeded due to overactivity.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 - 1-1					
Lunch					
12:30 - Group					
Snack					
Playtime 1:45					
Note time of seizures, illness pica and changes					

Summarizing Information

When information has been collected it should be summarized and/or charted in some fashion and used for future planning. Physicians, parents and other professionals can better utilize information that is compiled in an organized manner. If child change data is to be used for program planning, it is essential to keep it up-to-date. It is better to keep data throughout a program, and alter the program as necessary to meet objectives. Collecting data at the end of the year is not useful to daily programming. Autistic children are not consistent; therefore, daily data will produce better information. Studying the data over time sometimes points out trends, pinpoints reasons and certainly produces a better total picture.

The following are some ways to present this information:



LOG SUMMARY SHEET

NAME: (Child's) Ken

DISCIPLINE: Education

DATE (WEEK): Dec. 7/10-13

PROGRESS: Warm towards Mike. Enjoys him. He handled having Wendys certificates well.

Continuing to think and listen. Walking to and from. Nothing inappropriate in mouth for some time. Typing from models well. (one or two words. Sentences are problem) Enjoyed typing Flash Gordon from memory. His idea.

Played games very well this week. Waiting; good concentration. Loves playing football with Kelly. Tackle, hut 1,2,3 etc. Reads lunch menu everyday. This helps give him information in a neutral way. Doing d, c, s, b, f, m, t beginning sounds. 15/16 correct on which is more with # line cue and line up. Adding 1 good with finger counting. Enjoys language group with Jenne our kindergartener. As level around him goes up - he goes up. One sit out, Thurs.

PROBLEM AREA:

Still wants to rush through things. Could do clock math papers independently; but needs assistance with the system. He'll skip all over, read answer and try to find clock or read clock and forget which he is on. Can do money papers alone, straight down, not left → right. Same applies to art. Needs definate concept of what "finish" means.

CHARTING:

	Fr.	M	T	W	Th
9:30	3	3½	2½	2	3
12:30	3	3	3	4	3

CONTACTS: Mother participated in classroom Friday morning. She did very well with Ken's reading and will try to have Ken read every night for 10-15 minutes

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LOG SUMMARY SHEET

NAME: (Child's) ____________________ DISCIPLINE: ____________________

DATE (WEEK): ____________________

PROGRESS:

PROBLEM AREA:

CHARTING:

CONTACTS:

INDIANA UNIVERSITY
Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-6500

NAME OF REPORT: Staffing Summary

Name: Jason
Age: 4
Birthdate:
Date of Report:
Reporter/Examiner: Nancy Dalrymple

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

The next staffing will be Tuesday, October 10th at 4:15 for informal sharing of assessment information with parents.

The feedback on the family video is Friday, September 22, 4:00-5:00.

Parents:

1. Parents would like Jason to learn to use his spoon or fork and to dress himself.
2. Phyllis will demonstrate using spoon or fork on Friday, September 22nd.
3. Ray will call Mr. to discuss his degree of involvement. We will have summaries sent to Mr.
4. Phyllis will reschedule Mr. and Mrs. observation for Tuesday, October 10 and Wednesday, October 11 if possible.
5. Need to discuss with parents Jason's need for total communication.

Medical:

1. Jason has appointment Wednesday, September 20th at 10:30 am to have hearing tested at I.U. clinic.

Communication:

1. Jason manipulates adults to show his wants by taking their hand.
2. He pinches, bangs head, bites, goes limp, and whines when frustrated.
3. He holds himself when he wants to go to the bathroom or goes into the bathroom.
4. The staff feels a need to use Total Communication with Jason. We will try signing paired with speech. We need to discuss this with his parents. Phyllis, Sharon, and Nancy will prepare a list of signs.

Cooperation:

1. When Jason has control over his movements, he cooperates more.
2. When he likes the task, he cooperates.
3. When task is being demonstrated while he works, he cooperates.
4. Jason does not cooperate when he is being helped physically to do a task, i.e., bathtime, face washing, dressing.

Successful interventions to increase his cooperation are:

a. demonstrations
b. gestures
c. establishing a routine that he can learn
d. giving time to allow him to respond
e. being close to Jason.

Imitation:

1. Jason's imitations demonstrations of handling objects.
2. He does not imitate gestures.
3. He does not give eye to eye contact.
4. He pays attention to objects, other children, and adults.

Attending:

1. Jason has good attention skills when interested.
2. Jason will sit for 30 minute periods in structured and unstructured activities.
3. Reinforcements for Jason include clapping, smiling, cereal, tickling, hugging, walking, climbing, and manipulative play.
4. Spinning objects does not seem to work as a reinforcer. He fits this into the schedule.

Self-Help:

1. Jason will be put to bed at 7:30 p.m. and he will not routinely be put down for a nap.
2. Jason can walk everywhere himself and likes to walk.
3. Jason eats selectively and is learning to use a spoon and fork.

Program:

Everyone should list the teaching procedures they are using with Jason so we are consistent. Turn in to Nancy by Friday.

ND/cjp
9/20/

Greg's Toilet Accidents

March

Date	Classroom		Home	
	Urinate	B.M.	Urinate	B.M.
March 3,				
March 4				
March 5		1:00 p.m.	5.00 p.m.	
March 6		1:00 p.m.		
March 7				
March 10				8:00 p.m.
March 11	1:30 p.m.		7:00 p.m.	
March 12			7:00 p.m.	8:30 a.m.
March 13				
March 14				
March 17				
March 18	1:30 p.m.		7:00 p.m.	
March 19				
March 20			2:45,6:15p.m.	6:15 p.m.
March 21		11:45 a.m.		
March 31				
Total Number	2	3	6	3

Child's Name Ken

Recorder's Name N. D.

Summary of Data for Activity Level Date Sept 9 - Nov 9

Times	M	T	W	Th	F			M	T	W	Th	F			M	T	* W	Th	F			M	T	W	Th	F
8:30	5	3	3	3	4			5	4	4	5	–			3	3	3	3	3			4	3.5	3	4	3.5
9:30	5	4	4	4	4			3	3	–	4	3			3	Sick 2	4	2	4.5			2	3	3	3	3
12:40	5	4	4	4	4			3	4	–	3	4			3	3	3	4	4			3	2	3	3	3.5
4:30	–	–	–	–	–			–	–	–	–	–			–	–	–	–	–			–	3	3	3	–
7:30	5	5	5	4	–			5	3	3	3	Sun 5			3	3	3	4	Sun 3			5	3	3	4	Sun. 4

	M	T	W	Th	F			M	T	W	Th	F			⊕ M	T	W	Th	F			* M	T	W	Th	F
8:30	4	4	5	4	5			3	5	4	3.5	5			3	3	4	5	5			5	4	5	5	4
9:30	3	3	3	4	–			4	3	–	3	5			3	4½	3	3	5			3½	3	4	4	3
12:40	–	2	3	5	3			5	4	–	3	–			4	5	5.5	4	5			5	3	3	4	4
4:30	3	–	4	3	–			3	4	4	–	–			3	4	5	–	5			5	4	4	3	–
7:30	4	4	3	4	Sun 4			4	3	3	4	Sun. 4			3	5	3	3.5	Sun. 4.5			5	3	3	3	–

* medication started

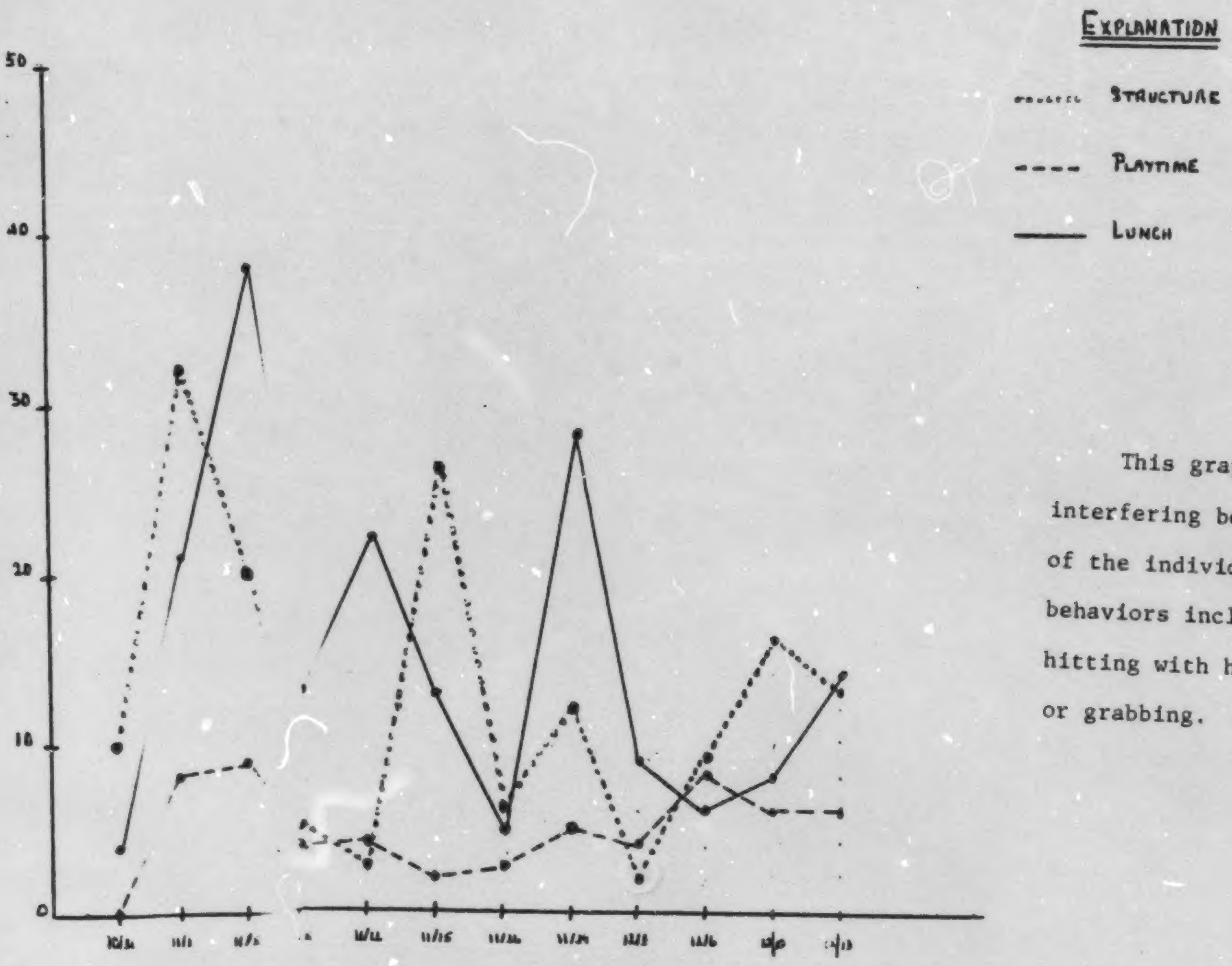
⊕ medication stopped

Child's Name____________________ Summary of Data for____________________ Date______________

Recorder's Name_______________

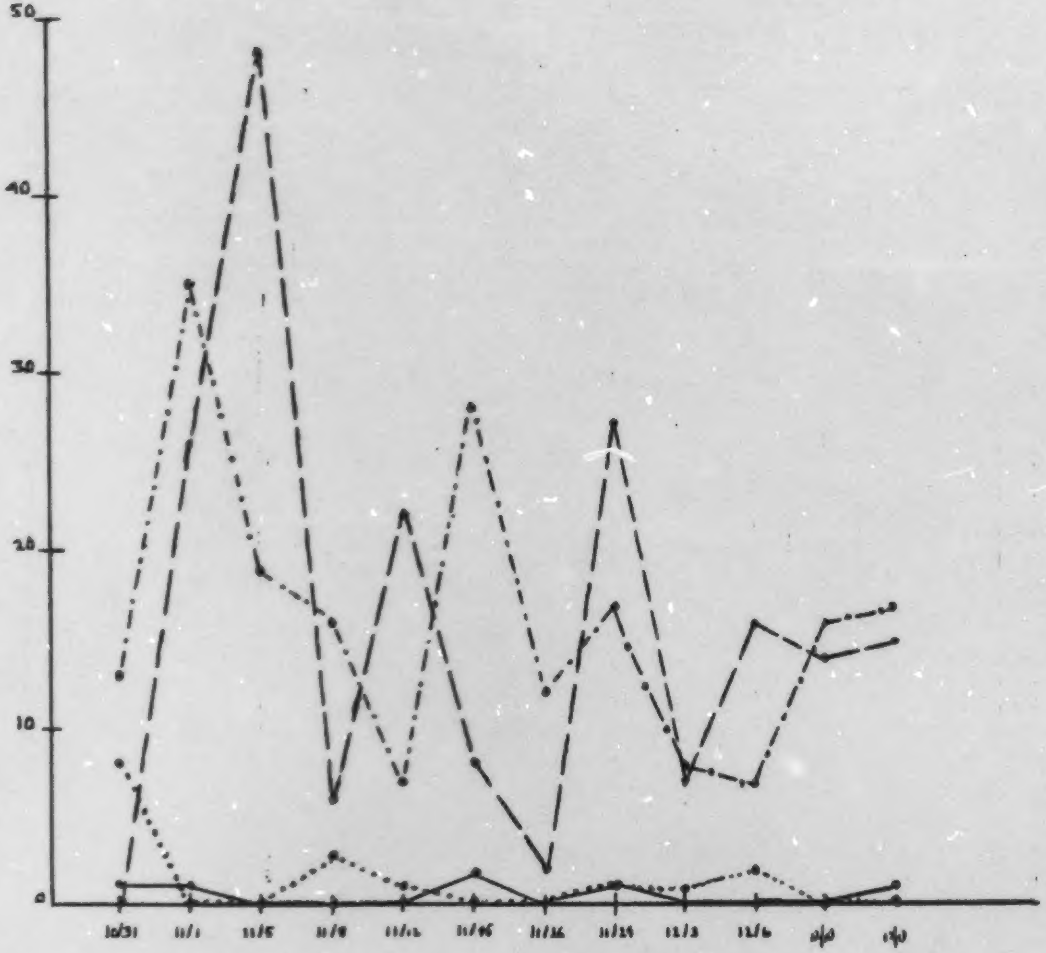
Times	M	T	W	Th	F			M	T	W	Th	F			M	T	W	Th	F			M	T	W	Th	F
	M	T	W	Th	F			M	T	W	Th	F			M	T	W	Th	F			M	T	W	Th	F

GRAPH DEPICITING BEHAVIORS PER ACTIVITY



This graph displays the number of interfering behaviors seen during each of the individual charting times. The behaviors include: headbanging, head hitting with hand, knocking, throwing or grabbing.

BEHAVIOR MONITORING GRAPH



EXPLANATION

.... INTERACTION

——— HEAD BANGING

—·—·—. GRABBING, THROWING, KNOCKING

— — HEAD HITTING

This graphically displays the total number of the above behaviors seen during the three, ten minute charting periods on each of the dates listed.

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APPLICATION TO OTHER ENVIRONMENTS

Total School Environment

Because the child must accommodate to the entire school environment, this environment must also be made as predictable and consistent as possible; but there is much that is also beyond the control of the teacher. Fire bells ring, and interruptions and emergencies may occur. However, all of these uncontrollable factors should be viewed as learning experiences. Explanations through pictures, stories and simple words help. Adults who always provide reliable, direct information and remain calm, are trusted in time. Sometimes the only thing for the child to rely on in the cafeteria when the lunch is late, or a tray is spilled, is the adult he has learned to trust. In time he will learn to handle these situations with more independence.

School rules may have to bend a little because of a child's inability to handle everything, (e.g., waiting ten minutes or walking in a line). Children can and should participate in as much of the school activities as possible, even if they don't have all the necessary skills. They will learn best by participating or at least trying to participate.

The teacher should acquaint the school staff and children with the objectives for each child which pertain to his participation in the total school program. S/he will become the advocate and trainer of others. When a total school staff is working together to meet the goals of the child with autism, he is much more likely to succeed.

Community Environments

Children with autism need to learn to function in natural community environments. The school program can help parents teach children this important skill through an assessment and training procedure. Choose environments that are predictable, less crowded and less stimulating in the beginning. Choose environments where the family is likely to go and practice going often and at a scheduled time. Provide preparation for the child and make the trip short and rewarding.

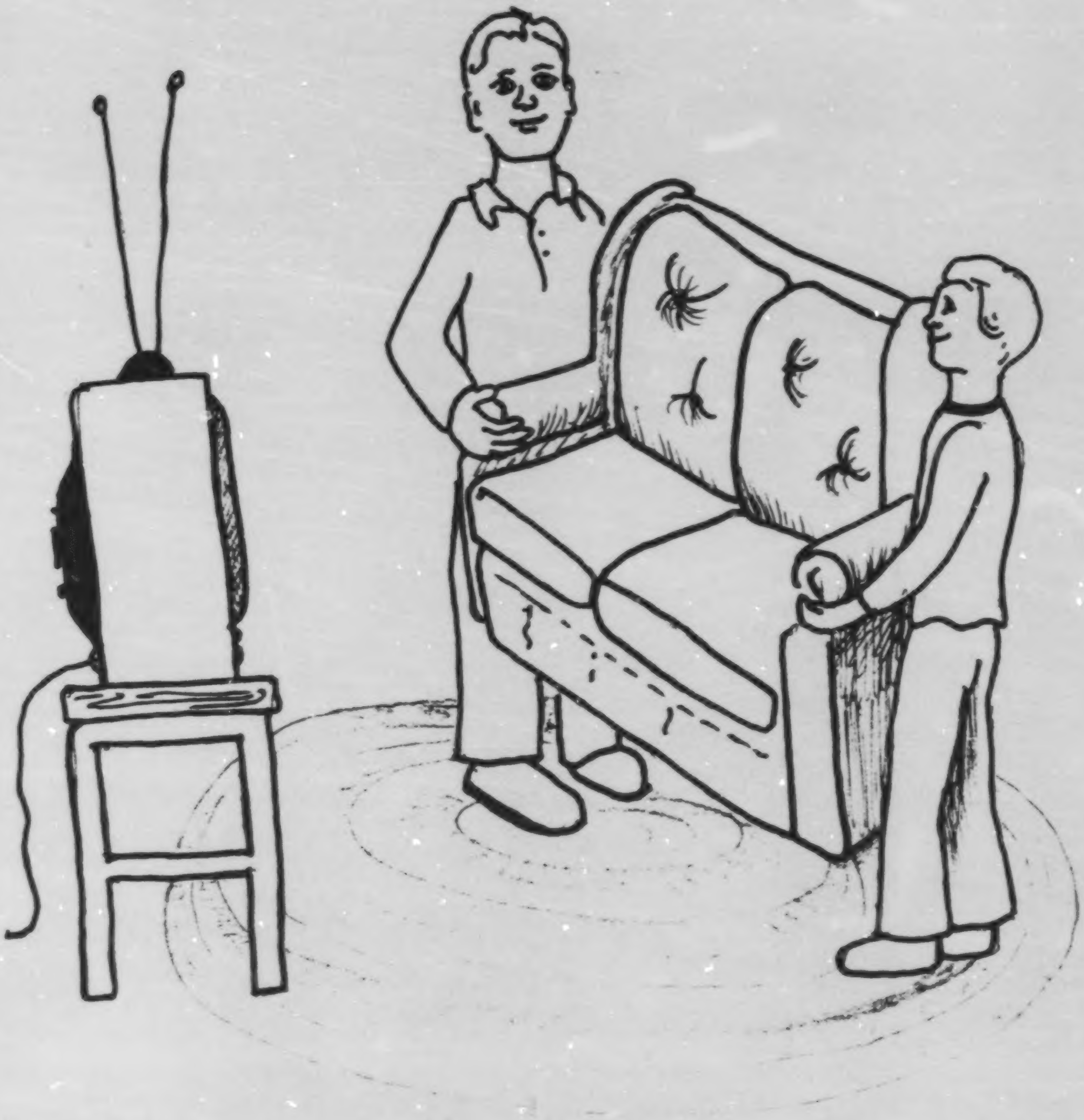
Home Environments

Home environments can be made predictable and structured without sacrificing the family's life style. Safe play areas, places where a child can be by himself, out-of-bounds areas, and activity areas should be established early. A child should know that he sits at the table to eat, sleeps in his bed, washes in the bathroom, hangs his coat in the closet, stays out of the refrigerator, climbs and runs only outside and does not go in his sibling's room alone. A set home routine helps everyone know what is expected and when events happen just as the school routine does.

EVALUATION OF THE LEARNING ENVIRONMENT

Informal evaluation takes place daily through observation and accommodation to schedules. It is wise to devise some questions to ask periodically which may provide some cues to needed changes. Some of these might be:

Is independence being encouraged to the optimum?
Is time being used wisely for student learning?
Is staff time being used efficiently and are staff working together?
Is the environment able to accommodate individual needs?
Does the environment permit flexible programming?
Can certain problem areas be studied and environmental alterations be made to promote more success?



A SUGGESTED LIST OF EQUIPMENT AND MATERIALS FOR A CLASSROOM OF YOUNG CHILDREN WITH AUTISM

Parts of various commercial kits and programs are adaptable and useful for young children with autism. However, most materials must be individualized and used creatively, so the decision whether to purchase whole kits or whether parts can be borrowed, shared or made must be considered. A few specific manufacturers will be included in this list. Lots of sensory, manipulative materials must be available.

General Materials

Tables of varying sizes and shapes - a horseshoe table is especially useful for groups
Varying sized chairs
A few adjustable desks
Dividers
Cupboards for cubbies
Shelves
An area to be alone
Soft seats like whistle seats and bean bags
Rocking chair
Chalkboards - easel type, wall and desk size
Easels for painting and holding charts
Bulletin boards
Rugs - carpets
Sink in room
Easily accessible toilets
Cubbies (dishpan size)
Dycem padding to hold materials and utensils in place
Flannel boards and materials for stories, counting, etc.
Magnetic boards and items to use with them
Light and heavy chart paper
Mirrors - full body and desk style

Audio-Visual

Tape recorders with jacks
Record player with jacks
Film viewer with push button for one or two children
Film strip projector

Set of comfortable headphones
Access to overhead projector and film projector and large screen
Language master or Vox-com

Fine Motor

Manipulative:

Durable puzzles with a wide range of difficulty
Graded cylinder blocks
Large plastic pegs and large holed pegboards
Smaller pegs and pegboard
Colored beads to string - varied sizes and colors
Hammering toys - work bench, hammer and balls, etc.
Things that turn and require two hands such as, plastic jars and lids, nuts and bolts of varied sizes, locks and keys, doorknobs, etc.
Things that can be pinched, such as, wooden clothespins on cans or cards, strawberry pickers and tweezers to pick up items, etc.
Manipulative games and toys
Money changer and coins

Printing, Drawing and Writing:

Tagboard sentence strips
Paper, chalkboards, acetates, wipe-off cards in varying sizes, with and without lines
Pencils, felt pens, chalk, crayons in varied sizes and colors
Large type electric typewriter, for a few children

Language Arts

Many varied pictures such as black and white photos of child's life, and various realistic commercial picture cards
Language development cards
Sequencing cards - photos, drawings or purchased cards
Classification cards
Association cards
Picture books with concrete, simple story line
Access to school and public library materials
Film strips of concrete experiences and simple story lines
Realistic signs and labels
Blank tagboard flashcards - these are excellent for reading words, making matching sets, cutting, etc.
Blank notebooks for daily practical reading information
Large and durable alphabet letters: wooden, rubber, beaded, etc.
A variety of pre-primers and other beginning readers
Edmark Reading Kit
Reading Milestones, Dormac Inc.

Math

- Many varied concrete sets to manipulate
- Large and durable numbers such as rubber, wooden, beaded
- Manipulative counting toys such as puzzles matching sets to numbers, numbers in order and items with forced choices
- Clocks and clock stamps
- Money and money stamps
- Play cash register
- Measuring devices such as rulers, cups, spoons, scales
- Hundreds board
- Number lines
- Calculator

Matching

- Sturdy boxes of two, three, four, six, eight, nine, ten and twelve compartments
- Small desk easel used for easier viewing when needed
- Many varied sets of objects to match by varied attributes, as functional as possible, e.g., silverware, socks, dishes
- Sets of alphabet letters, numbers and words to match
- Lotto cards and games

Self-Care

- Use child's clothing when possible or real coats, vests, pants, etc.
- Sets of clothing with large buttons, snaps and zippers
- Hairbrushes
- Toothbrushes and toothpaste
- Simple cooking and serving materials such as bowls, pitchers, cups, plastic glasses, plates, silverware, pots, beater, pans and baking dishes, can opener, large cooking utensils, access to stove and refrigerator

Large Muscle Toys

- Push toys to ride
- Big wheel
- Tricycles
- Wagon
- Two-wheeler with training wheels
- Scooter
- Large doll carriage to push
- Large plastic ball to crawl in or on
- Large plastic barrel to crawl in or on
- Boat slide - reversible slide or rocker
- Jumping device such as trampoline

Bouncing toy such as horse
Waterbed for sensory movement activities
Access to nearby playground with slide, teeter-totter, swing, etc.

Games

Lotto games - photos, drawings and commercial games with pictures, line drawings, colors, letters, numbers and words
Color bingo, Candyland, etc.

Toys

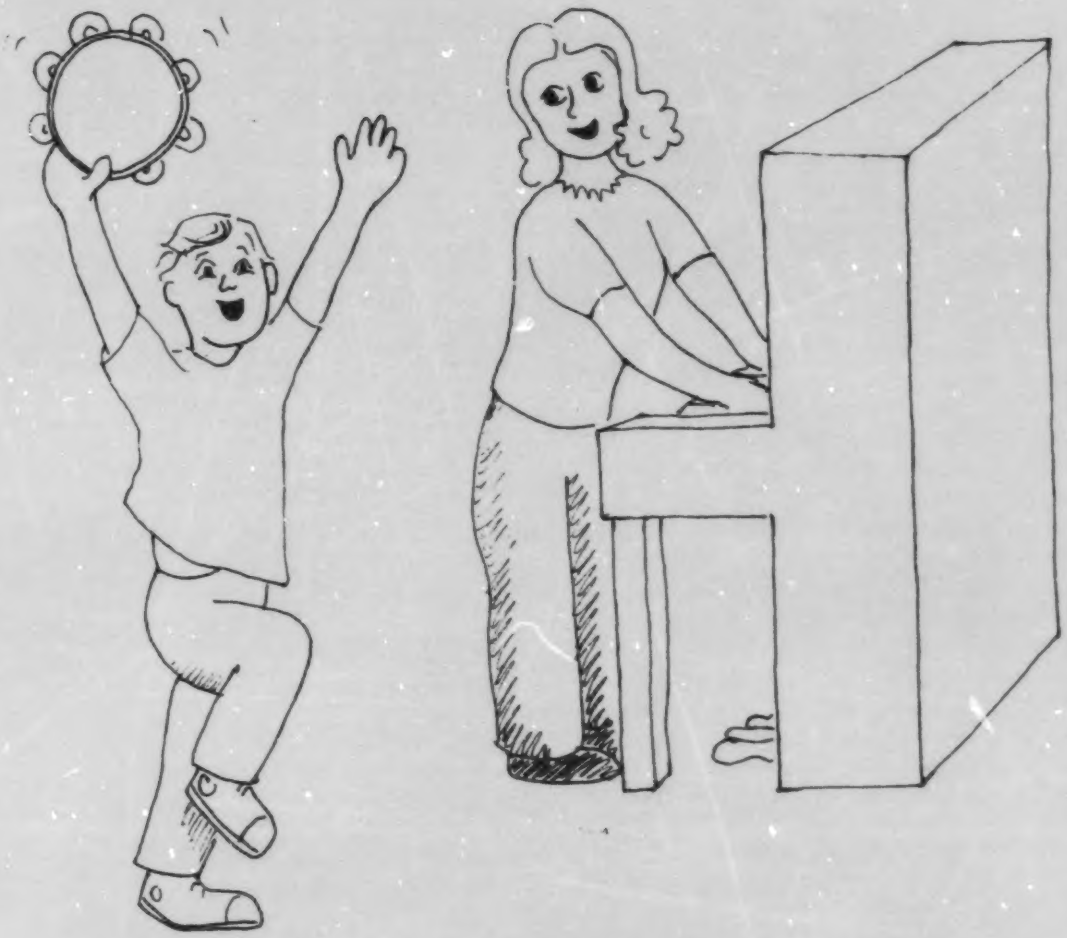
Manipulative early toys such as busy boxes, flip toys, musical and squeeze balls and blocks, etc.
Small realistic items such as people, cars, trucks, as well as sets such as farm or garage (available from Fisher-Price)
Small furniture and dollhouse
Puppets, dolls, stuffed animals
Pretend play toys - dishes, telephone, clothes, props, baby dolls
Blocks - bristle, large cardboard and wooden blocks
Cars and trucks
Balls - varied sizes and materials

Experential

Sand, rice, corn, beans or water play
Playdough
Glue to dip in or on
Tempera paint
Finger paint and tray
Scissors, squeeze type, training, varied sizes, and left and right handed
Paper of varied weights, sizes and colors
Large and small crayons, felt pens and pencils
Paint brushes, varied sizes, short handles
Tissue paper
Material scraps
Hammer and nails and soft wood
Yarn and sewing needles
Collection of food, trays, cotton, egg cartons, ribbons, boxes, etc.
Large magnifying glass
Magnets
Things that grow
Animals

Music

Musical instruments such as bells, xylophones, zithers, drums and shakers; blowing instruments can be used by some children
Rhythm and movement records and/or tapes
Records/tapes with songs that are clear, slow and have simple language and/or require simple movements
Access to a piano at times



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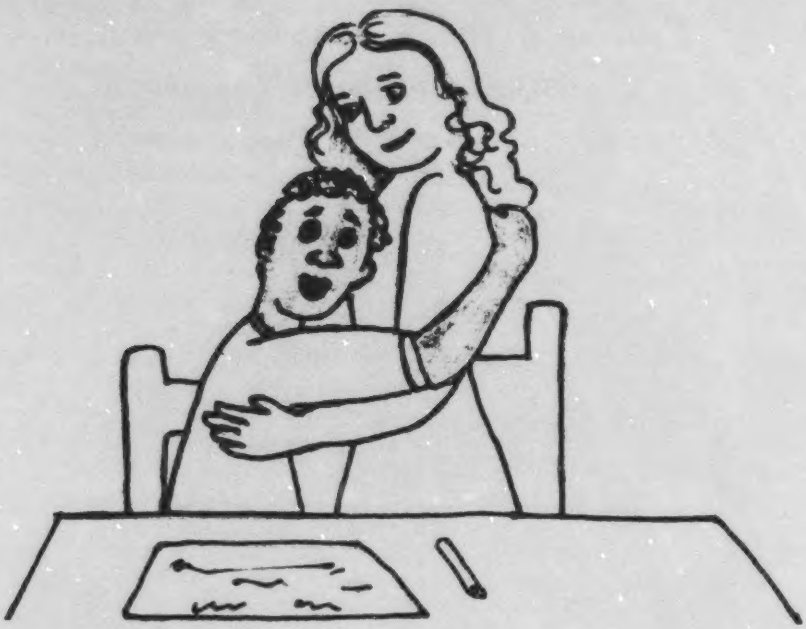
Planning Techniques To Encourage Appropriate Behavior

The following discussion covers general techniques that service providers and parents can use when teaching and nurturing all children. Children with autism require special attention to these techniques. Their needs are often so demanding that parents, teachers and caregivers need continual review and reinforcement to remain positive and supportive.

CARING

In order to teach children, adults must be concerned about and care for each one. Children who are handicapped are dependent in many ways, yet they need to learn to be as independent and self-respecting as possible. Much of their success depends on how the adults in their environment relate to them. As parents, teachers, aides, or volunteers working with children with autism, it is imperative to respect and care for each one. General attitude affects the whole learning atmosphere. For instance, there may be a child you find impossible to teach in a positive manner. Your actions will tell that child how you feel about him. It is best to assess your feelings honestly and try to affect a change in your attitude. If you are not successful, it may be necessary to admit that you are not the one to teach him. A negative attitude and lack of caring can do much damage to a child in a short time.



A surprise hug shows he is happy or excited.

A simple technique, but one often overlooked in working with autistic children, is the necessity to provide what the child needs. This means knowing each child well enough to know when needs vary. Children may need a time and a place to be alone. If demands are constantly being made, the frustration may become intolerable. One child may need to occasionally rock, hide in a corner, hold a doll, or listen to music; another may need to pace on the playground, go up and down the slide countless times, or ride his bike alone. Some children need to chew, bite, or spin at times. Providing safe outlets for these activities can help to decrease them during structured times. Activity levels, attention spans, interests, emotions, and abilities all vary widely. Efforts to accommodate for all the individual needs in any program must be made.

COMMUNICATING WITH CHILDREN

Communication problems are central to autism. Therefore, special care must be taken to know what each child understands and how to best give messages.

Our messages to children are conveyed through tone of voice, gestures, body language, and choice of words. It is important to create a relationship through which children can feel respected.

The following general techniques are helpful.

1. Be as positive as possible. Praise often and honestly. Notice the good things. Ignore things that don't matter. Many children are conditioned to react negatively to "no" or "don't." These words may only trigger a signal that someone is mad or something is wrong but give no information about how to correct it. Use these words sparingly and only when you must have immediate compliance. Be specific when praising. "You did a good job. You washed your hands," is better than, "You are a good boy."
2. Teach children to listen. Many repetitions of directions teach children not to listen to the words and thus should be avoided. Instead, follow a set procedure such as: "Wayne, come to the table." Wait 3-5 seconds. Repeat with a gesture, "Wayne, come to the table." If he does not comply, move toward the child and gently assist him to the table. In this way, Wayne will learn to listen and comply with directions. If you give a direction, make sure that it is followed. Children learn that they do not need to comply when adults do not consistently require them to do what is asked.

3. Know what you want the children to do. Be very clear in your own mind what you want children to do and why. Be sure you are making a reasonable request and one with which they are capable of complying.

   a. Example: "We will go to lunch when you show me you are ready," is too vague. "Ready" must be defined. "Wait quietly by the door; then we will go to lunch," gives more information.

   b. Example: "Trace your name on this paper three times," tells the child what to do but does not set any standard for quality. Instead, say, "Start here," (point to each place). "Trace your name slowly. Stay right on the lines." Now you have made the expectations clear.

4. Give adequate information. Warn children in advance what is going to happen next. If there are changes, inform them and involve them with plans. Let the children know what will happen and what behavior is expected. Use language, pictures or gestures they understand.

5. Use language that is as simple, clear, and concise as possible. Children with autism can comprehend a limited amount of language directed at them. It is best to be concise. Loading too many directions and explanations creates frustration and confusion. Children can be trained to listen and follow two and three step directions if the language is kept specific and concise. Usually they need individual direction rather than group directions.

   a. Example: "Pick up your paints, wash your hands, and go to music."

Some children may not be able to follow all of this and may give up or become angry. When several steps are required, break the directions up to allow the children to complete one step before a second command is given.

b. Example:
- "It is time for music. Put the paints in the box."
- When the child is finished say, "Wash your hands."
- Then, "Go sit on the rug for music."

6. Tell the children what to do and avoid telling them what not to do, whenever this is practical.

a. Example: Child throws food on the floor. Say, "Pick it up and put it in the sink." (The two-part direction may need to be broken up into two one-part directions.) "Don't throw food," only tells him what he just did.

b. Example: Child finds some food on the floor and picks it up with the intention of eating it. Say, "Put it in the trash can," or "Leave it on the floor, it's dirty." "Don't put that in your mouth," probably will invite just that action.

c. Example: Child grabs a toy from another child. Say, "Ask Jennifer if you can play." or "Give the bell back to Gary." Avoid, "You must not grab the toy."

These statements give information to children that will help them learn what behavior is acceptable. The negative statements only tell them what is unacceptable.

7. Be as neutral as possible when giving directions. The tone of voice, a facial expression, or the difference of a word can change the meaning of a question, direction, or statement. When giving a command, state what needs to be done and avoid challenges. Children tend

to become defensive or upset and try to avoid or do the opposite of what is asked when directions are given in a threatening manner.

a. Example: Say, "It's time to go to lunch." Avoid, "You must go to lunch right now."

b. Example: Asking the questions, "Where are you supposed to be?" or "What are you supposed to be doing?" can help the child correct his behavior if said in a neutral tone. However, an entirely different message can be conveyed by the tone of voice.

Although many children with autism cannot answer questions, they learn this as a cue to stop and think, then return to a place or activity on their own.

8. Avoid asking a question with a choice unless the children really have a choice. Directions are given to be followed or to provide information. Do not ask a child if he wants to do something unless you are prepared to accept "no." Clear statements provide children with information needed to comply with the request.

a. Example: Say, "Jim, come to the P.E. room." Avoid, "Are you ready for P.E.?"

b. Example: Say, "Come to the table for dinner." Avoid, "Let's come to the table, O.K.?"

c. Example: Say, "Write your name on the top of the paper." Avoid, "Can you write your name on the top of the paper?"

9. Teach children to respond immediately to learned commands or questions. These help set expectations and permit the child to function more appropriately in a variety of settings.

Examples: "Wait." "Out-of-bounds." "Stop." "Find something to play with." "Where are you supposed to be?"

10. Label feelings. Children need to recognize feelings of others and need to feel comfortable expressing their own feelings. Labeling expressions of feelings helps them gain information.

a. Example: "I'm mad. You broke my necklace." "I'm happy. You zipped your coat all by yourself."

b. Example: "You are mad because you have to come in." "Going swimming makes you happy." "When John hits you, it makes you sad."

11. Avoid labeling children. Usually children know when they have done something "bad." Criticizing or attaching negative labels to children only reduces their self-esteem and self-confidence. Statements that clearly define the expectation, but do not attack the self-image, help children gain a positive picture of themselves.

Examples: "Go change your pants," is better than, "You are a mess." "Keep your hands to yourself," is better than, "You are a bad boy. You hit Sally."

12. Avoid reprimands. Use set rules that are consistent and neutral. Remprimands are for the benefit of the adult, not the children. They have little meaning to children and will not change behavior.

Example: Avoid saying, "You know better than that." or "I've told you not to go in the street a hundred times." Use: "The rule is, ride bikes on the sidewalk."

13. Avoid threats. Threats are negative ways to give consequences. They often provoke a negative response.

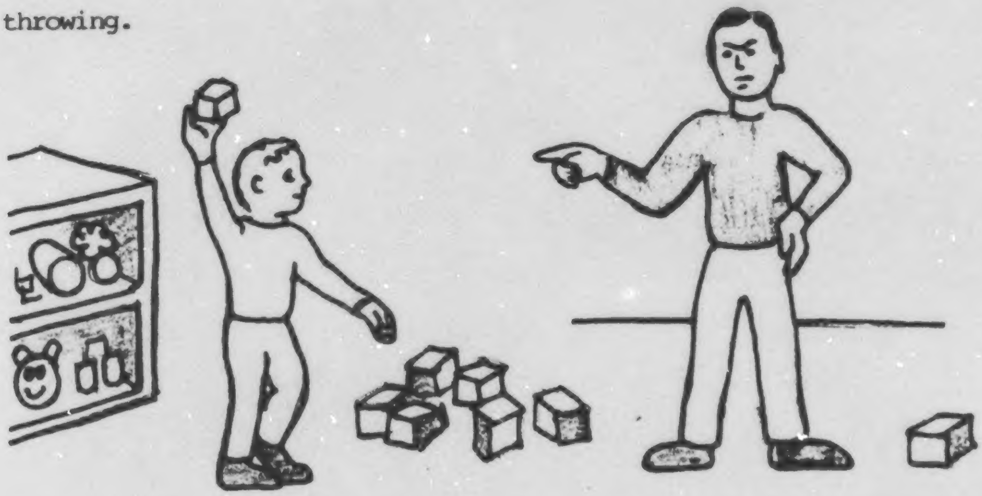
a. Example: Say, "Sit on the mat. Then you may go to lunch." Avoid saying, "If you don't sit on the mat, you won't go to lunch."

b. Example: Say, "Be quiet, then we'll go to recess." Avoid saying, "If you aren't quiet, you'll miss recess."

Teachers who use threats will find themselves in a bind. They may have to carry through with consequences they never meant at all.

c. Example: "If you throw the block at Jim again, you may not play with the toys any more."

This statement is vague and, therefore, may act as a challenge and probably cannot be enforced. An intervention should be in place for throwing.



CUEING

To teach a child to remember to act at a specific time, arrange for him to receive a cue just before the action is expected rather than after he has performed incorrectly. Cues should be given only when needed and in as pleasant and neutral a manner as possible.

They may be gestures or verbal cues and may need to be learned over time, then gradually faded out. Cues are especially useful to children who have problems applying rules or behaviors across settings.

For autistic children more cues than are needed may be provided, or adults may not always be aware of when they are needed. It is best to set up a few cues that a child can learn well until he is ready to try on his own.

Examples of Cues:

1. Set words - Time for lunch, get your coat, go outside, your turn.
2. Set gestures - palm out for stop, fingers to lips, lights out. Since autistic children often don't understand gestures these must be taught in a systematic way.
3. Gradual fade out - Scott interrupted everyone and could not understand that he should wait. His voice became louder until he was noticed.
   - When Scott first approached, he was cued with, "Scott, I'm talking. I'll talk with you in a minute. Wait. " (finger to mouth) (Scott should have his turn in 60 seconds or less.)
   - Next, "Scott, I'm talking. Wait." (finger to mouth)
   - Next, "Wait, Scott." (finger to mouth)
   - Next, the gesture to mouth with a slight touch to Scott's shoulder.
   - As Scott approached, he was touched lightly in recognition.

Scott was always praised for waiting.

MODELING

Appropriate behavior models sometimes provide the most impressive components for teaching appropriate behavior. Models can be either adults or peers. For autistic children older peers and adults often must be the models or the facilitators for children closer in age. Sometimes teachers may need to recruit children from other classes to be models for short periods of time. Children who do not tune in to others will need to be taught to observe and be prompted to perform as others are doing. The peer models will need instruction and support to learn techniques to keep the attention of the child with autism and encourage responses.

Example of Modeling: Using peer models:

> Judy can't wait more than 30 seconds. She has difficulties sequencing, following directions, and handling confusion. In order to structure the learning experience in the lunchroom to increase waiting, picking up utensils, sitting with peers, eating, and returning the tray, place a capable peer or two with Judy as she is learning and teach these peers to cue and reinforce Judy's appropriate behavior.

USING NATURAL CONSEQUENCES

A natural consequence is an action that logically follows an inappropriate behavior. Children need to learn that their behavior controls the consequence. The consequence must be immediate and meaningful. It also must be within the abilities of the child. When something happens that has a natural consequence, the adult should remain neutral and only interpret what the child must do.

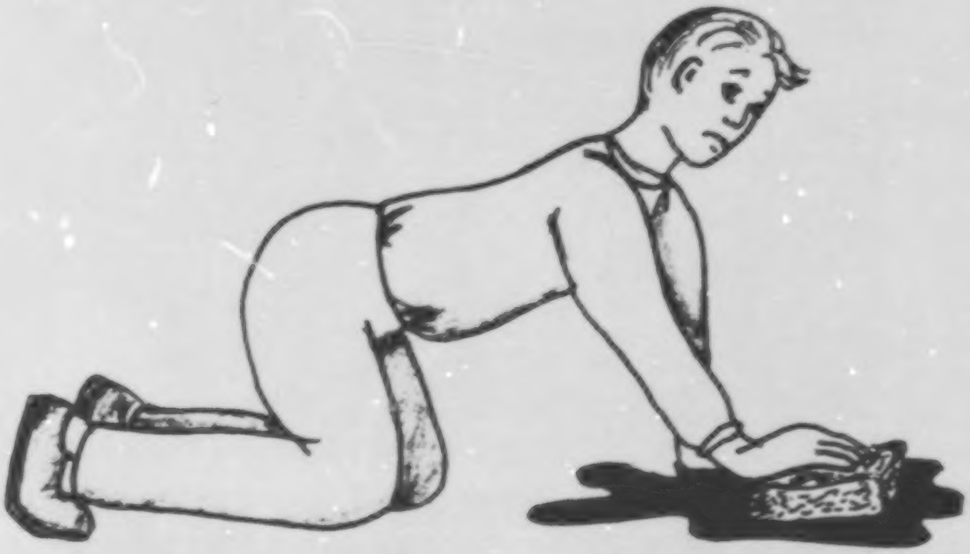
Examples of Use of Natural Consequence:

1. Child spills milk. The child is told to get a towel and wipe it up. When the task is completed, he is given more milk.
2. Child splashes water over the floor when washing hands. The child is told to find the mop or towel and clean it up.

3. Child breaks up crayons. Crayons are taken away for the duration of the project.
4. Child misuses record player. Record player is put away for a specific time.
5. Child climbs out the window. The window is safely locked.
6. Child rides the bike in the mud after being told to keep it on the sidewalk. The child is not allowed to use the bike for the rest of the day.

Sometimes children with autism are reinforced by doing the natural consequence. Wiping or mopping or getting attention and help to do so may be so reinforcing that more milk or water are spilled.

These general techniques apply to most young children. Children with autism require more care, thought and consistency in how the techniques are used and constant evaluation and assessment of the effectiveness of management interventions. The next section discusses behavior strategies which need to be individually designed and implemented for specific behavior of specific children.



ASSESSING BEHAVIOR

Children with autism need to be taught to control many behaviors that most children learn to control on their own as they grow and mature. The goal of teaching children to be independent of adults applies for all children; but children with autism must have a consistent, planned approach to move toward this independence. The children need to learn to function in a natural setting, learn new skills, and become as self-sufficient as possible. They also must learn the social skills they need to be accepted at home and in their communities.

The adult must intervene and help the child manage his behavior until he has learned how to do this successfully himself. This procedure is very much the same as that followed for very young children. However, most adults are frustrated when they have a child with many inappropriate behaviors who is not developing self control. How can a battle for control be avoided? How can appropriate ways to interact be taught? How can motivation be provided? How can success be insured? When should a beginning be initiated?

Assess your attitude about behavior in general

What behaviors do you like?
What behaviors are not acceptable?
What behaviors are you generally neutral about?
What behaviors depend on the situation?

Example: Child goes barefoot.
Depends on whether it is hot or cold
Depends on activities
Depends on whether shoes and socks are wet
Depends on how many other inappropriate behaviors he displays

FILL IN THE CHART TO ASSESS YOUR VIEW OF BEHAVIORS:

BEHAVIOR I LIKE	BEHAVIOR I SOMETIMES ACCEPT	BEHAVIOR I NEVER ACCEPT
Behaviors that depend on the situation		

Behaviors that depend on the situation are confusing to autistic children. They are not skillful at reading people's minds or sizing up situations and inconsistent rules. It is best to eliminate most of the variable consequences for a behavior, and always explain an exception carefully, using words the child understands.

Example of an Exception:

One rule states: Everyone wears shoes and socks.

Another rule states: To jump on the trampoline, you must take off your shoes.

When an exception occurs, an explanation is needed.

Exception: If the child's feet are wet from walking in the rain and his shoes need to be dried, an explanation is needed.

Explanation: Your shoes and socks are wet. Take them off. Put these on. (If possible, be prepared for such emergencies.)

Children must be observed over a period of time in their natural environments to better understand why they behave the way they do. During an informal observation period where notes and logs are kept, the positive and negative behaviors exhibited by each child should be listed. Decide what interfering behaviors are important to change, what behaviors can be ignored, and what behaviors can be accepted for now. Decide which behaviors need to be decreased and which should be increased.

The following pages contain charts that can be used for gathering such information.

Child's Name

Positive Behaviors	Negative Behaviors

Check (✓) two behaviors you want to increase.

Star (*) two behaviors you want to decrease.

Be ready to give a rationale for your choice.

For each of the behaviors starred or checked, keep a chart to see how often the behavior occurs, how long the behavior continues, what precedes it and what the consequence is. When these behaviors are changed, move on to others. It is important to identify specific behaviors, and set priorities. Don't try to modify the whole child. You want success.

Name______________________ Date__________ Time__________

	To Be Decreased		To be Increased	
	Grabbing materials or people	Constant talking	Following routines	Sitting in a group
Frequency and duration during observations				
What precedes?				
What happens after behavior occurs?				

After collecting concrete information about the child's behavior, techniques for intervening and changing the designated behaviors must be designed. It is important to continue collecting data as various interventions are implemented and to analyze these data regularly.

INCREASING BEHAVIORS

Positive Reinforcement

To improve or increase a child's performance of an activity or behavior, arrange for an immediate reward after each correct response. When the new behavior is well learned, an intermittent schedule of reinforcement can gradually be established. This technique will move the child toward performing the learned behavior with few or no external rewards.

Ask the following questions about a child with autism. What makes the child want to do the task? What makes learning rewarding? Why does the child want to sit and work at something for ten or fifteen minutes? Why does he want to dress himself?

Educators often try to make children's behavior conform to "school" or "society" standards all at once. Forgetting that children must be taught appropriate social behavior in small steps, teachers sometimes set the stage for failure. To teach a child to act in a way in which he seldom or never has behaved, reward successive steps toward the final behavior. Children must experience success and receive reinforcement to learn.

Most autistic children receive very little positive reinforcement naturally from people. Educators must look for things each child enjoys and discover what is rewarding for that particular child. The reinforcement plan must be individualized.

Tangible rewards combined with praise and recognition are often most successful in teaching new behavior. Rewards may include food, such as candy, raisins, apple, or cereal; gum; listening to music; playing the piano; playing with a favorite toy; permission to do an activity that is self-stimulating like spinning lids or twirling strings; stickers on papers; being with a favorite person or being left alone. A sip of juice, a hair blower, a flashlight, or a viewmaster might be effective. Reinforcers may have to be changed periodically and may need to be designed for each particular task.

Token systems can be established for children who can wait for primary rewards and who can understand this degree of abstraction. The children are rewarded with a token to be traded in later for a reward. The tokens can be checks on a paper, chips put into a bag or box, or any other convenient item that can be tallied. The rewards to be "bought" may be tangibles or may be privileges.

Praise and success should be built into every reinforcement system. Eventually these rewards may replace the other forms of reinforcement. Recognition, smiles, or hugs may be enough to modify or maintain a behavior. However, autistic children can't always understand and cannot always handle recognition and attention in a positive way. Use this type of attention but remember that it may not always be reinforcing. Success accomplishment, and enjoyment of the task may eventually become reinforcing. Increasing the number and variety of activities and experiences that become reinforcing is the ultimate goal.

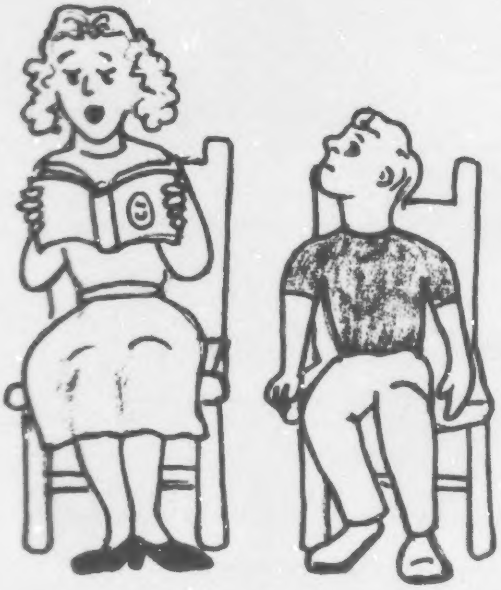
When the children are first learning to behave in a prescribed way, reinforcement will have to be immediate and frequent. They must learn to pair the behavior with the reward. Once the behavior is learned, the reward can be given intermittently rather than every time the behavior occurs. Taking the reward away while it is still needed is punishment. Something pleasant is being withdrawn, and the desirable behavior probably will not be maintained.

Some children can learn to wait for reinforcement after they have learned to connect their performance with the reward. Raisins may be placed in a cup to be eaten later. Chips may be traded in daily or even weekly. The amount of delay and the ability to pair the reinforcement with the behavior depends considerably on the maturity and functioning ability of the children. Sometimes it takes a long time for a child to understand that his behavior controls the reinforcement.

What behavior is being reinforced? State precisely what the appropriate behavior looks like. Is it completion of a particular task? Is it an attempt to do the task? Is it sitting at the table? Do hands need to be on the table and feet on the floor too? The criteria must be very clear in order to have the child understand and modify a specific behavior.

Example of Clear Criteria: Behavior to reinforce is sitting in the chair for a ten minute story.

Criteria: Child must have his bottom on the chair and feet hanging down. Disregard feet swinging, arms and head moving. He must sit the whole time.



Two examples of reinforcement follow:

1) Task - Match 18 small toys into six categories.

- On the first and second day reinforce every time a match is done correctly, with or without help, using cereal paired with praise. On the third, fourth, and fifth day, reinforce every time the child completes a match successfully alone.

- If child is succeeding, move to reinforcing intermittently with cereal, for example, first, third, fourth, seventh, eleventh correct response done alone -- but praise every success. If the child is not succeeding reassess the task and methods.

- Move to both praise and cereal on intermittent schedule.

- Drop cereal when child is doing the task 90-95 percent correctly.

- If the child is not succeeding, reassess the task and methods.

- Give cereal only for completion of entire task.

- Continue intermittent praise to keep up the high percentage of correct response.

- Give praise at completion of task only, with adult still sitting next to the child through the task.

- Teach the child to do the task independently. This will have to include a gradual reduction of the presence of the adult and an understanding that the completion of the task will bring the reinforcement. Praise, (and, in some cases, cereal) may have to be used again when teaching independent task performance.

- If at any point the child does not perform the task, evaluate the situation and decide if there should be a change in reinforcement, the reinforcement schedule, the task, the environment or the teaching procedures.

2) Task - Come to activities on first request.

- Jimmy will receive a chip for coming to or going to on the first request. (This is to be used for transitions only, not during lessons). Say:

"Jimmy, it's time for your lesson." (information) "Come to the round table." (direction)

- You must be close enough to him to be sure he hears.

- Walk toward the table or area of instruction.

- If he comes and sits down, give him a chip and say, "Good, coming the first time I told you," or something similar, so he will know exactly why he is receiving the reward.

- If he does not come, use previous interventions designed by the staff.

- Jim can receive approximately 12-15 chips a day for following these directions:

Come to P.E.
Come in from recess and go to yellow room (must put bike away and hang up coat)
Come to reading lesson
Come get ready for lunch (go to bathroom and wash hands)
Come to yellow room (same as above - after recess)
Come sit at the table
Go to speech
Come to music
Come to story
Come brush your teeth
Time to _______ and go to yellow room
Come to orange room
Go to _______
Come to snack

- The chips may be traded for:

Extra bike ride at 1:30 - 3 chips
Crackers - 1 chip each
More juice - 1 chip
Prizes

- Give a prize from the box each day at noon. Show Jimmy the prize box and make a chart explaining the other rewards. Help him through the trading-in until he learns that the chips "buy" rewards. Chips should stay in his cubby when not in use. They do not leave the classroom. Chips should not be used as threats or bribes. It is unwise to say, "If you come on first call you get your chip," or "Do you want your chip? Then, come." We are trying to teach Jim to be responsible for his behavior, not to act because we are bribing him.

Rewarding other Behavior:

Rewarding behavior that is incompatible with the undesired behavior is another way to use reinforcement. This behavior may be opposite to or just different from the undesired behavior. It might occur during the same time as that behavior would occur or at other times. The more desirable behavior may distract the child from the undesired behavior.

Examples:

1. Julie runs away whenever she is taken to the large playground. For several days, give Julie one-to-one attention from an older peer who, if possible, will play with Julie on the swing, slide, or sandbox. An adult should be close by to reinforce Julie and the peer with appropriate rewards. Julie cannot run and be rewarded for playing. Playing is incompatible with running.
2. Linda spins lids whenever she has the opportunity. During each lesson of 15 minute duration, ask Linda to place the lids in a specific location. When the lesson is finished, Linda may have her lids for five minutes. Spinning lids is incompatible with doing lessons, yet acts as a powerful reinforcer. Linda is permitted control of the situation by being allowed to put the lids down and get them herself. Rewarding working without lids will likely increase this behavior.
3. Reward Jamie for eating with his spoon. He can not be rewarded for eating with his fingers, since this is incompatible. Nothing more needs to be done about eating with fingers. It should decrease as eating with the spoon increases.

Contingencies

A contingency is a situation in which a child is allowed to do something that is reinforcing to him after he has completed something else.

When adults set contingencies, they must always carry them through. Do not set up rules that cannot be executed. Do not set contingencies that depend on one certain situation.

Stating a contingency provides information. If a child is screaming because he wants a popsicle, saying, "Sit down, then you may have a popsicle," tells him how to succeed. If a child is dawdling over getting his shoes and socks on, a reminder, "Put your shoes on, then you may go outside," can give him an incentive or help him remember what he is doing.

Contingencies should always be stated positively and clearly. "Do this _____, then you may do this _____," or, "When you do _____, then you may _____," are positive ways of stating contingencies. Trust is built through the consistency of always doing what you say. Always follow through and allow the child to do the reinforcing activity when he has completed the first task even if he forgets about it.

Example of Contingency:

"Go potty, then you may play with the hamster." The child goes potty, then goes to the puzzle table. Remind him by saying, "You went potty, now you may play with the hamster."

If contingencies are worded negatively, a different message is transmitted. A statement such as, "If you don't drink your juice, you won't get your cookie," becomes a threat. Avoid such commands as, "No recess unless you finish the paper." The child hears the "No," and may never hear the rest.

Contingencies can be set up ahead of time with the child, or they may need to be learned as part of his routine.

Examples:

"Hang up your coat, then go into the classroom."
"Finish work, then you may go outside."
"Button your coat, then you may go out."

When these are understood and learned, the child may test the rules now and then to be sure they still apply. When the contingency stands, he simply does not get the reward until he has performed. Sometimes in the teaching stages it is necessary to help the child through the first part to help him learn that you mean to do as you say.

You may have to restructure the day in order to use contingencies to the best advantage. Be sure there are activities the child likes throughout the day. Make sure the activity you will allow the child to do once he has completed the required task is reinforcing to him.

Examples:

"Finish your work, then you may get a drink."
"Drink your juice all gone, then get a cookie."
"Clean up the blocks, then watch T.V."
"Finish your work, then go to recess."
"Put on your coat, then you go outside."
"Take a bite of fishstick, then have some chocolate milk."
"When you sit down, we'll play the record."
"Play with the playdough, then have your puzzles."

DECREASING BEHAVIOR

Ignoral

When inappropriate behaviors occur, ask the following questions about the attention being given to these behaviors:

> Can conditions be arranged so that the behavior is not rewarded? Can the behavior be ignored? Does it really matter if it continues? Will the behavior diminish or become extinguished if it is ignored?

In order to answer these questions, determine if it is safe to ignore the behavior and whether the behavior really can be completely ignored. Then record some data, while ignoring the target behavior.

Name	1st day	2nd	3rd	4th	5th	6th	7th
Child calls out name (adult's)							

Time period________________________

The behavior may increase in frequency initially. If it can be completely ignored, it should decrease significantly when attention to the behavior has been a reinforcer. Reinforcing appropriate behavior as described in the previous secton also helps. The tendency is to ignore appropriate behavior and pay attention to inappropriate behavior.

Examples of Ignoral:

1. A child belches loudly and often. Ignore the belching and reinforce other appropriate behavior often. Giving attention and reinforcement to more appropriate behavior in a planned way and ignoring the undesirable behavior can be quite effective.
2. A child is whining. Ignore the whining and reinforce appropriate communication.

When the decision is made to ignore a behavior it is important that all people in the environment are informed and trained in what ignoral means. Even if one person comments, laughs or disciplines for the targeted behavior to be ignored, the intervention will be less effective.

Redirection

Ignoring the inappropriate behavior and redirecting the child to some new and reinforcing activity often teaches the child new ways of responding.

Examples:

1. Four year old Jamie grabs Laura's glasses. Say nothing about the behavior but, rather redirect Jamie by putting a ball in his hands and saying, "Throw to Laura."
2. Nicki hits his head with his fist. Ignore this behavior. Redirect Nicki to the jumping horse since you know he likes this activity and that Nicki doesn't learn to hit his head to get out of activities he doesn't like. He needs to learn to communicate his wants and needs.

Satiation and Overcorrection

Can the behavior be done over and over until it is no longer reinforcing and the student tires of it? The behavior can be allowed to continue until the child grows tired of it (satiation) or the adult may insist that the behavior continue until the child satiates on it (overcorrection). When a behavior is not harmful and there is no great need to stop it immediately, satiation may be tried. However, autistic children like ritual and often do not satiate easily.

Example of Satiation:

> Five year old Larry will only eat Jello and bananas. Every meal is a battle. Give Larry only Jello and bananas until he asks for something else. Make the meals for other people especially attractive.

Overcorrection has similar drawbacks and may take quite a bit of adult time. The need for physical assistance at times makes many autistic children angry. They forget what the behavior being corrected is and lash out at the adult.

Examples of Overcorrection:

1. Jim plays in the water fountain at every opportunity. Insist that Jim play in the water fountain for a long period of time even while others are doing something that Jim likes to do very much. This may require making Jim stay there through physical assistance. Or have Jim clean the water fountain and sink area repeatedly every time he plays in the fountain.
2. Jamie dumps boxes of toys, crayons and materials. Overcorrect

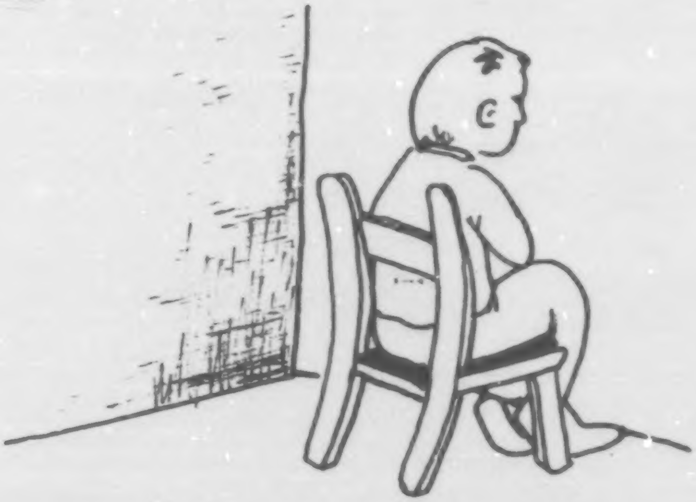
this behavior by having Jamie pick up quantities of materials over and over again.

3. Kevin writes on walls. Require Kevin to clean an entire wall with scrub brush every time he writes on a wall.

The last two examples and the second option in 1 have been more successful than satiation with children who have autism. These situations involve restitution rather than relying on doing something enjoyable until the child tires.

Negative Reinforcement

To stop a child from performing an undesirable behavior, arrange for him to terminate a mildly aversive situation as soon as his behavior improves. This is called negative reinforcement. He decides when the aversive situation ends. The child must know what behavior is expected of him to make the aversive situation end, and he must be in a position to demonstrate this behavior. As soon as his behavior improves, the aversive situation ends.



He is in sit-out until he is ready to play without pushing others.

Types of Negative Reinforcement for Acting Out and Out-of-Control Behavior:

A. Intervention: Startle

A loud noise or quick movement is followed by the direction. Example: Jane falls to the floor, refuses to move, whines, and fusses. A direction is given, "Jane, get up and walk with me." If she remains noncompliant, blow a loud whistle, repeat the direction and extend your hand to help her comply. The loud whistle startles Jane into attending to you again. It is aversive to Jane. If Jane complies, the negative reinforcement is avoided. Startle effects may be a loud word, clap, stomp or a bright light; something that attracts the child's immediate attention and something she would rather avoid.

B. Intervention: Quick Sit

This is a quick 20-30 second sit wherever the behavior occurs. Example: Julie is given the direction: "Sit in the circle, then we'll play the game." Julie continues to run wildly around the room. Approach Julie and physically assist while directing her verbally to sit. Give no attention while you are having Julie sit (right where she is). After 20-30 seconds, when Julie is calm, direct her to "sit in the circle." Julie's readiness controls her return.

C. Intervention: Sit-out

This technique removes the child from attention for a specified period of time. It is used for a recurring behavior problem. Example: Josh has great difficulty keeping his hands off young children. He often grabs them, drags them, or manipulates them in other ways. Every time this behavior occurs, Josh is told, "You may not pull Kay around. Sit in this chair until you are ready to keep your hands to yourself." After two or three minutes, Josh is told, "You may join us now." He should be returned to the activity with no comment. If necessary, Josh is taken to the sit-out chair or area. When possible, Josh returns by himself.

Example:

Kim sometimes loses control (exhibited by giggling, touching everyone, and loud talking). Kim is directed, "Sit out until you can be quiet and keep your hands to yourself." This is effective only if you know Kim wants to be part of the group. She is permitted to return on her own with no comment except perhaps an acknowledgment that she is there such as, "Here is your book, Kim. We are on this page." Kim knows why she had to sit-out. You do not need to go over it again. Be positive.

If children refuse to sit for the specified time, they may have to be held in the chair until they learn to follow the sit-out direction. However, this should not be for a prolonged period. Two to three minutes is usually sufficient. The original reason for the sit-out should not be forgotten. Having a specific chair and place for sit-out helps the child learn where to go by himself.

D. Intervention: On-Hand

Child is placed on your hand by having to hold onto you or you to him. This technique is effective when the child is unable to control himself, exhibited by his inability to stay in place and follow directions because of excitement or a high activity level.

Example: Give the direction, "Chuck, you are not able to control yourself, I will have to help you. You must stay with me. You are on my hand until you calm down." When Chuck relaxes ask, "Are you ready to follow the rules?....play?" If he says, "yes," and demonstrates readiness, release his hand and allow him to comply. If he is not ready, continue holding him.

E. Intervention: Time-Out

A child is placed in isolation, away from all attention until he can return to the group. The expectations must have been made clear by previous experience. This intervention is typically used when a child is out of control and is likely to hurt others or himself. Attention is likely to make the tantrum worse. The child is removed to a safe area where there are no distractions and where he is safe to let the rage run its course. The rule is stated clearly, "No hurting, or No yelling. Time-Out." When the child is quiet, he is asked to rejoin the group, and nothing further is said. The child should return whenever possible to the activity that was interrupted by the tantrum. His behavior controls his return. In time, he may learn to return alone. Sometimes it is wise to use a timer to let the child know how long he must stay, and when he may return. Time-Out has the potential for misuse and should be carefully monitored to preserve the rights of the child. Guidelines are available in most school systems.

F. Intervention: A Hold

If there is no time-out area and a child is out of control, a safe hold can be applied by having him sit in front of you, crossing his arms, and holding him from behind. His legs can be held, if necessary, by placing your legs over his. Nothing should be said. When he relaxes, he should be told what activity he should do next.

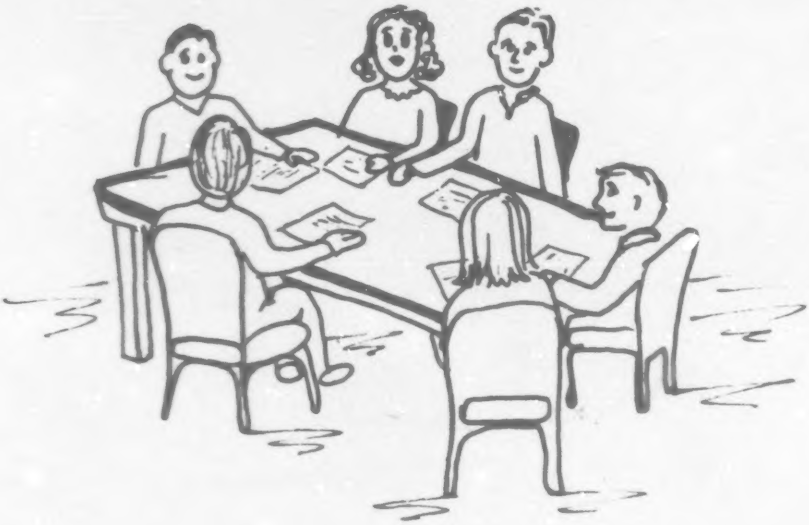
WHO HELPS THE CHILD MANAGE HIS BEHAVIOR?

Adults who work with children with autism must have well planned environments, carefully designed programs and the ability to be flexible. They must be calm. They must be willing to act as advocates for their children and help others understand them. Sometimes teachers and parents seem to work in isolation without the needed support of other adults or professionals.

It is best if the teacher manages all behavior within the classroom. If an instructional associate is part of the team, s/he should also be able to follow behavior plans. At home, all adults must agree on a consistent management plan. The person working with a child should carry through with the management and not have to rely on someone else. When a child is being instructed by a team, all members must be consistent. If a principal or additional staff member must be called to intervene, the classroom teacher loses some of the trust s/he is trying to build. If a child is too strong or violent to be in a certain classroom, other arrangements will have to be considered. Alternatives may include an extra teacher or aide, a time-out room, a person specially trained in behavioral techniques, or a residential school. Sending a child home from school for inappropriate behavior seldom decreases behavior. That may be where he would rather be anyway, so he is reinforced by going home.

Plans will have to be made for management of behavior when children are out of the classroom or home environments. The teacher needs to assume the role of case manager and keep the staff members who are working with her pupils informed. This information must include current interventions. Periodic staffings and information should be conducted and disseminated so all staff members and parents are working together as a team. Arrangements with bus drivers, lunchroom personnel, and maintenance people should be considered part of the teacher or case manager's responsibility.

Parents must become part of their children's advocacy team. Behavior management techniques should be as compatible with parents' techniques as possible. Parents should be taught new skills when needed. Parents should be invited to staffings and must be part of the educational plan. Teachers need a good support system to do the job well. They may have to build this themselves from both the school system and the community. Parents are essential to this support system.



Increasing Attention And Compliance

The word, attend, means to pay attention, to watch or observe carefully, to apply oneself (to your work). Webster defines "comply" as "to yield to, to agree or consent to, to conform, to adapt oneself to."

Children with autism have difficulties with attention and compliance. They display a general lack of ability to attend to tasks, to the world around them and to cues from people and the environment. They rely on sameness, which may result in their being upset when their world changes. Trust in people and places must grow from successful experiences, before they can comply with directions and rules.

When teaching an autistic child, it is imperative to view interventions and procedures as a means to build these successful experiences for the child. He should not be seen as trying to ignore, manipulate or defy adults. Nor should he be viewed as merely being obstinate. The remark, "I know he could do it if he wasn't so stubborn," is often made. There is much more to the child's problem than that. He is not a normal child who just does not talk, or who does not do what he is told.

"I know he knows what I'm saying," or "I know he can do it because he has done it before," is often said by frustrated parents and teachers. Autistic children are inconsistent. They do not generalize easily. The fact that a child knows what is meant when Mom gives an instruction with certain gestures and voice inflections in one context, does not mean that it will be understood in a different situation with a different person, or even every time in that situation. Analyzing when, where and why a child can and does attend and comply is the first step in understanding how to teach these skills.

Most children can handle small inconsistencies in their lives. They can understand that Dad's rules are somewhat different from Mom's or that a particular day might be a special day with special procedures such as the day when they do not have to get dressed before breakfast. It takes a very long time and much experience before an autistic child can handle these inconsistencies without showing frustration. For example, he may prefer being with Mom because he has spent more time with her. He may withdraw or become extremely upset with other people because he does not know what to expect. His world is uncertain.

Until the autistic child develops trust in various environments and can rely on his own skills, he must trust the adults around him. A child with autism cannot interpret when the adult is tired, in a hurry, or in need of solitude. He can sense impatience and anger and may become more upset, wet his pants or do any number of things that could make the situation worse. Some children with autism have such a continual high activity level that safe outlets for this energy must be provided in order to expect any attending and complying. As the child succeeds on one level, new expectations must continually be sought.

References to the level of assistance needed for increasing attention and compliance will be made throughout this section. Definitions of these levels follow:

1. Physical assistance means physically moving the child through the activity in exactly the way the child must perform the task. Many autistic children must experience the movement before learning a procedure. Sometimes repeated trials are necessary. The adult must carefully analyze the task as that particular child can perform it best. Every task analysis must be child specific. The adult must also consider where to position himself in order to obtain optimum attending and compliance. He must also be prepared to move himself away as the child progresses toward independent performance.

Special considerations:

- seating in relation to the child - whether to sit on the child's left or right or whether to sit at an angle or across from the child. Does the teacher need to move behind the child to assist him from this position?
- how much control is needed?
- proximity of other children - Can two or three children be in close proximity? How close?
- verbal directions - Are the directions on a level the child can understand and do they accompany the movements? For some, this will only be one or two words at a time.
- resistance - Some children resist any physical assistance. For these children assistance is aversive and should be used cautiously.

For teaching skills, physical assistance can be used on some levels to let the child know what is going to happen. "Ken, I'm going to help you make your 'S,' then you can do it yourself." Other children go limp or become silly when physical assistance is given, particularly when moving the child through space. For these children physical assistance is not very effective.

2. Physical prompts refer to touch cues given to the child which help him after he has learned the routine for the activity. Sometimes it seems

that autistic children forget they have arms and may look directly at something but not initiate any action. A touch cue to the child's hand or elbow may be all that is necessary to initiate action. Verbal cues continue as in physical assistance.

One general rule to follow in planning for optimum attending and compliance is to be consistent. Consistency is essential in what is said and how it is said. The tone of your voice should be calm and relaxed, yet firm and certain. The child needs to know that he is liked and respected. If the child needs to know he is "out of line" or has not performed well, a firm voice will convey this; yelling is unnecessary. Facial expressions, and body language are important, too.

If a child is hurried, yanked or pulled, he is likely to resist. Each child's pace must be considered. If he needs twenty minutes to dress himself to go outside or to use the toilet, plan this into the schedule. Some children race through routines while others need time to ponder.

Pacing each lesson is equally as important as pacing the school day. It is best to practice skills for short periods daily than to drill for fifteen or twenty minutes on one task. Attention to task is usually short; therefore, two or three minutes may be the optimum time for practicing or learning one skill. Six to eight activities may be practiced in a 15 to 20 minute lesson. The teacher must have all materials ready, at hand, and be able to shift from one to the other quickly. Attention will wander if the teacher fumbles for materials or is unclear in his/her procedure.

Setting up clear expectations about the start and finish for each activity within the lesson is useful information for the child. The child's behavior that day should not dictate the length of the lesson. His learning style and pace does dictate the length of the lesson. A hyperactive child may work quickly through many activities. Interventions to increase accuracy of work may be needed. Another child may need much more time to work alone and finish.

Complying and attending objectives need to be part of the child's IEP until he has reached an independent functioning level as defined by his abilities and his particular community, school and parents. Compliance is no longer an issue when the child is controlling his own behavior and following appropriate rules and routines with reasonable independence. Attending is no longer a problem when he is able to complete assigned tasks in a realistic time span. The criterion needs to be raised and higher expectations written into the objectives until the child has reached as independent a level as possible. Higher levels must be planned while assuring successful performance.

I have a job and is it fun!

These following two interventions are useful to know and use when a child refuses or ignores directions and rules that he knows and has practiced. They are referred to in the sample objectives that follow.

Intervention: Taking the child through the task - without anger

The steps to perform the intervention are listed from the least restrictive to the most. The negative behaviors are not mentioned, but information about the task is given.

1. Use step-by-step verbal directions, waiting after each one to insure that the task is completed.

   Example:

   - "Get ready for lunch." Larry doesn't move.
   - Break down the directions. "Larry, put away the blocks." Wait. "Wash your hands." Wait. "Get your coat and put it on." Wait.

2. Use physical assistance, gently, but with authority, when the child needs help to do as he is asked. This should be done quickly with no anger. No verbalization is needed.

   Example:

   - "Lisa, pick up the pegs and put them in the box." Lisa throws the pegs, stamps her foot, and cries.
   - "I will help you pick up the pegs and put them in the box." Ignore her screams and take her through the task. Physically assist Lisa in picking up the pegs.
   - When you are finished, praise her and state what she has done. "Good. You picked up all the pegs."

Intervention: Counting

Many children do not like to be physically assisted. Others immediately resist complying to almost any direction. The counting procedure is quite effective. It provides the child with information and gives him some time to comply. The method needs to be tailored to each child. However, the basic procedures described in the following example are the same.

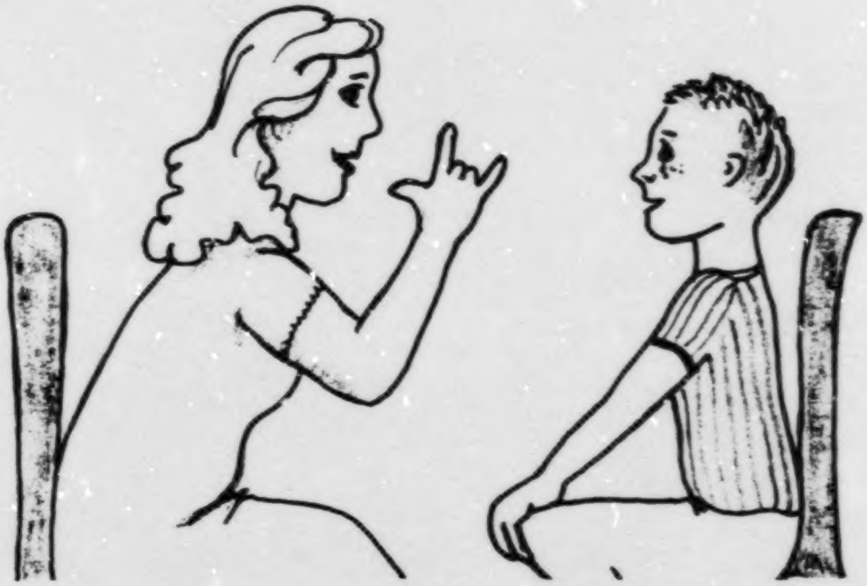
Example:

- "Jim, come to the listening table." Wait 5 seconds.
- If no response, state, "I will count to five, then I will help you." Count straight through to five in 5 seconds, out loud, and in a neutral tone.
- If Jim has not complied by the time you say five, physically assist him quickly through or to the task. Once you start to help him, do not say anything.
- The waiting period, the number to which you count, how much physical assistance is needed, and how much you say, varies from child to child. Be sure this does not turn into a chase game. Be near the child, yet allow him to have the chance to comply. Expect him to comply.

The next section discusses some specific objectives for increasing attention and compliance. Detailed procedures designed to facilitate the reaching of the objective are included. The previously discussed principles are incorporated into the plans. These objectives are only samples. They are arranged in order of difficulty by similar topics where possible. Because children with autism are so unique, objectives must be designed to convey exactly what the desired behavioral outcome should be for each child. The procedure for reaching the objective must then be individualized within a set philosophy which states, "design the program so that the child succeeds and learns to function independently."

ATTENTION

The entire classroom environment as well as the design of lessons should be structured to achieve optimum attending from each chid. However, since a major goal of educational programming is to have children function within the mainstream of society, they must be desensitized and exposed to various stimuli. Optimum attending may take place in a sound proof booth for one child, but plans must be designed to have him accept noise, colors, people and other distractions. The assessment period will provide valuable information about the child's best modalities, his sensitivities, and the place at which he works best. Lighting, temperature, background noise and position of adult should be considered, as well as type and location of materials and mode for response.



I've learned to look at my teacher when she signs,

if her face is near my eyes.

SAMPLE OBJECTIVES AND PROCEDURES FOR INCREASING ATTENTION

GOALS: CHILD WILL ATTEND TO TASKS AND ACTIVITIES

CHILD WILL INCREASE ATTENDING SKILLS AND INDEPENDENCE

1. Nicky will look at the person using total communication.

   Procedure:

   - Be close enough to Nicky so you can touch his shoulder or arm if necessary. He will often look when you approach or give him a light touch.
   - If needed, lightly turn Nicky's head. Praise him for looking as well as complying.
   - Give verbal instruction and sign for "Look at me."
   - Since Nicky is far-sighted, do not sign directly in front of his face, but rather be 12 to 24 inches away. Glasses may help.
   - If Nicky is doing something he likes (e.g., playing piano), have him stop this before giving a command.

2. Jerry will look at adult when total communication cue "Look at me" is given.

   Procedure:

   - Use sign with a picture by the adult's face
   - Use reinforcement which he can see
   - Follow with imitative action and "Do this."
   - If Jerry resists, repeat and touch the side of his face. Wait. Reinforce him often for "Good looking."

3. Nicky will look at assigned task for 30 seconds with one redirection.

   Procedure:

   - Work in a semi-secluded area and have a specific area for each task. It also helps to have a designated space for him to sit at group activities such as on a carpet square.

- Give few distracting remarks or movements during tasks. Too much verbalizing, hand motions, or shuffling materials may cause him to stop working.

- Follow the same routines and procedures per task.

- Physically move away from Nicky when he learns a task to permit him to build more internal attending skills. Use raisins, bell, ball, or flip toy as reinforcer during structured lessons. Nicky is distracted by verbal praise.

- Use reinforcer every 1-2 minutes of working; give it immediately after good attending. Gradually extend the expected attending time.

4. Ken will track left to right for 15 inches.

Procedure:

- Activities that require Ken to track will be used. They include reading with pictures, naming pictures, tracing lines, constructing patterns with pegs or blocks, counting on 100's chart, number lines, counting objects and moving toys such as a car, ball and puppets.

- Ken may need a pointing cue to start on the left and a hand movement to go across. This should be faded as soon as possible.

- Reinforce with pats and interesting items to track then play with.

5. Nicky will work on a familiar task or activity for two minutes with one redirection.

Procedure:

- Have Nicky work in a quiet, secluded area.

- Gradually fade the adult assistance.

- Gradually add to the time expectation and teach the completion of the task. Continue reinforcing amounts of time on task - 30 seconds, 60 seconds, 90 seconds, two minutes.

- List of activities for which this will apply include:

  Toileting
  Washing hands
  Putting pegs in
  Stringing beads
  Riding bike
  Ball skills
  Listening activities (records, story)
  Play toys (cars, musical instruments)
  Art activities (playdo, painting, etc.)
  Hammering
  Puzzles

6. Jerry will attend to familiar tasks or activities for 10 minutes with no more than one redirection per task.

Procedure:

- A set routine will be taught for each learning task.

- Reinforcement will be given intermittently.

- A total communication cue such as "Look" will be used as the redirection.

A list will be kept current of all activities for which he has reached 90% attending in lessons for 5 minutes. Currently these include:

Matching into matching box
Looking at and pointing to pictures
Shape toys
Stringing beads
Matching lotto cards
Puzzles
Climbing-obstacle course
Water play
Eating something he likes
Rolling cars and balls
Stacking toys

- Change reinforcement to completion of task.

7. Beth will attend to an assigned task for three minutes independently.

Procedure:

- The task needs to be clearly defined to Beth so that she knows where and how to do it. Assigned tasks should be those she has learned to do during instruction.

- She works best if she is given her own space without an adult hovering nearby. If Beth is working in a small group, the adult will attend to the other child or children.

- Praise her after three minutes of work.

8. Ken will work on a routine or assigned task independently for three minutes.

Procedure:

- Include times for Ken to work on tasks independently.
- Because his definition of "finish" is different from the adult's, a clear expectation of completion should be made. The cue "All done" means he is finished.
- Tasks to work on include: matching sets to numerals, puzzles, other matching or manipulative tasks.
- Use a timer to teach Ken to work for three minutes. He may play with the timer when he is finished.

9. Gary will work at a task independently for 5 minutes.

Procedure:

- Tasks that Gary has learned such as fine motor tasks and work papers, will be assigned to him. He will work without adult supervision once the task is assigned.
- The adult should slowly move away from Gary and the expectation of completion should be taught.
- Accuracy must be checked immediately and Gary should make corrections. He tends to work quickly and carelessly.
- Reinforce for completion, accuracy and independence.
- He will need practice two or three times a day.

10. Ken will work on a 15 minute series of activities with no more than 4 redirections in a one-to-one situation.

Procedures:

- Ken will become familiar with the routines for each activity and will have the activities laid out for him.

- It will help to follow the same series each day or at least to always begin and end the same so that Ken learns a concrete cue for finishing.

- Ken has trouble knowing what "finished" means. Use the verbal cue: You are "all done" now.

- Redirections should be given calmly and quietly. Verbal cues work much better than physical assistance. Give simple redirections such as "Sit down, Ken," "Look Ken," or "Do this, then we will do this."

- Reinforce Ken at the completion of each activity, gradually shifting to the completion of two, then three, then the whole series.

11. Randy will complete four learned tasks in a 15 minute time span with only initial verbal direction for each task.

Procedure:

- Tasks Randy is completing now include:
    - 10 piece form board
    - 9 piece graduated cylinder block (width)
    - 9 piece graduated cylinder block (width and length)
    - 8 piece round peg board
    - 8 piece square peg board
    - 8 poppet beads
    - matching 27 objects, 9 sets of 3 each

- As Randy learns tasks during his fine-motor and matching lessons these should be moved to an independent work time. During this time, the adult is working with another child in a one-to-one situation and is sitting in close proximity to Randy, so she can supervise and direct his action if necessary.

- Reinforcement should come after successful completion of each task at first.

- Randy should be shown how to move from one task to the other.

- Then reinforcement should be given at the completion of several tasks.

12. Beth will attend to a single task or activity of her choice for 10 minutes with adult attention given once.

Procedures:

- Beth should be given time and space to do her own activities with attention given about every 5 minutes in the form of compliments and praise for what she is doing.
- Upon completion of tasks such as puzzles or matching, Beth should be given longer, more direct attention for what she has done.
- Beth can successfully manipulate adults to participate with her by saying, "Watch me, Help me." or repeating a command many times. When Beth is doing familiar tasks of her choice, these demands should be ignored.
- The activities Beth likes include: felt board, blocks, puzzles, peg boards, play village, stringing beads. The list will be expanded as Beth progresses.

13. Randy will attend in group activities at his level for 5 minutes with no more than two redirections.

Procedure:

- In small group activities the adult should rotate attention from child to child, reinforcing Randy for attending and redirecting his attention to the activity.
- If necessary, an adult should sit next to Randy to keep his attention on the activity, then gradually move away from him as he begins increasing his attention span.

14. Beth will attend in a group of two or three for 10 minutes with no more than two redirections.

Procedure:

- Beth will be requested to come to the group lesson.
- She will sit in specified place and stay in her seat.
- She will be expected to look, answer, or make other responses when it is her turn.
- If Beth needs physical assistance, it will be given.

- Beth tends to take herself out of groups by having to go to the bathroom, taking shoes off, etc. If possible, arrange for her to go to the bathroom before a group activity so the requests and behaviors can be answered once and then ignored.

- Ignore swinging legs. hitting at adult, or fake crying.

- For hitting other children or grabbing their things, state, "The rule is 'no hitting.' Keep your hands to yourself," and block her with palm held up. If she persists, hold her hand down.

- For disruptive loud crying, hitting, yelling "No," sit Beth outside the group for as brief a time as possible, so the group will still be convening and she can return.

- Reinforce attending and answering often.

15. Randy will follow classroom and cottage routines going to work areas, getting and putting away materials, and sitting down with no more than one direction.

Procedure:

- In all routines Randy should be given a direction followed by a 3 to 5 second response time.

- If he does not respond appropriately or does not respond at all, he is given a redirection with a physical prompt or sign, followed by a three second response time.

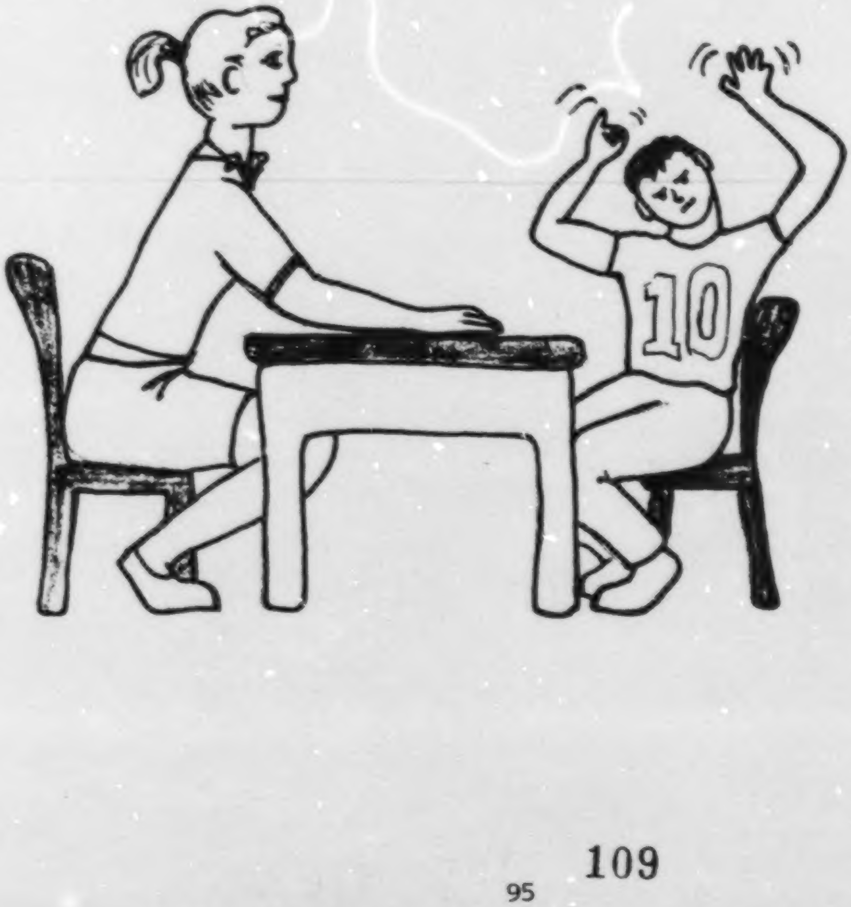
- If he still does not respond appropriately, he is redirected and physically assisted to complete the direction successfully.

- The adult should continue fading assistance, expecting Randy to complete those parts of the routine he can by himself.

- Reinforcement should come frequently when first learning a new routine. Since food is highly motivating for Randy it can be used, but only when paired with physical or verbal praise. The food should be faded when Randy is ready.

COMPLIANCE

Non-compliance in a child causes great frustration in parents and teachers. Children with autism must be taught to comply. Expectations must be made clear through precise language, cues and consistent reactions. School rules and routines must remain the same. Autistic children cannot compensate for the teacher's moods or understand different expectations, such as why one day they don't need to carry through with learned tasks. The external environment must help the children comply and adults must support the children in their attempts. Flexibility and change should be taught in small steps just as other skills are taught. The child's individual idiosyncrasies must be respected and tolerated within reasonable limits.



SAMPLE OBJECTIVES AND PROCEDURES FOR INCREASING COMPLIANCE

GOAL: CHILD WILL COMPLY WITH SCHOOL RULES, ROUTINES AND DIRECTIONS

1. Greg will consistently respond to familiar verbal directions with specified motor response with no more than one verbal redirection.

Procedure:

- A routine will be established which meets Greg's needs. He needs considerable one-to-one teaching for learning new tasks.
- Expect Greg to respond. Show this by your direction and movements.
- Give Greg ample time to do it himself. Getting up from something soft and going to something less desirable is difficult. A touch cue to the finger paired with the direction should then be given.
- If Greg goes limp and needs help to stand, do this quickly with your hand and release it immediately. He will not fall down.
- Then give the direction to "Come" and walk towards the place.
- Reinforce Greg for complying with smiles, pats and verbal praise. Some of the familiar directions Greg should follow include:

Come to
Stand up
Sit down
Put on
Give me
Let go
Wash
Dry
Pick up
Go to
Take off
Put in
Hold
Point to

2. Nicki will comply to a familiar direction on first request.

Procedure:

- Make sure you are near Nicki and have his attention. State the direction, "Go sit," "Come work," etc.
- If Nicki does not comply within three seconds, state it again and immediately help him with touch cues only, unless physical assistance is needed.
- When this procedure and the directions are very familiar, the direction can be given once, then wait three seconds, and give touch cues without repetition of the direction.

- Reinforce compliance on first request.

3. George will respond to a familiar one-step direction given verbally with no more than one redirection.

Procedures:

- When teaching George a direction, give it once then demonstrate and give the direction again.
- Physically assist him with touch cues if he needs help.
- When George knows the direction, give it once, wait three seconds.
- Repeat and assist him on whatever level is necessary.
- For immediate echolalia (when George repeats what is said to him) reassure him, if needed, then give a model, such as "George tell me, or ask me________." He will repeat it. Often George echoes when he doesn't understand or when he doesn't want to do what is asked.
- Familiar directions include: "Pick up, Cut, Draw, Read, Put on, Give me, Take off, Hang up, Time for, Count, Come to, Carry," and all transitions.
- Reinforce George for complying.

4. Beth will respond to a one-step familiar direction given once.

Procedure:

- Give Beth a direction such as one of the following: "Hang up your coat"; "Put on"; "Take off"; "Sit here"; "Pick up"; "Go to"; "Time to play"; "Throw away"; "Wash."
- Give her information, "Time for your lesson."
- Then give the direction, "Come to the table." Wait three seconds.
- If Beth does not come, say, "Then I will have to help you." Count aloud, 1, 2, 3.
- If she has not complied by three, physically assist her to comply.

- If she says, "No, me," keep your hand in touch with her to make sure she immediately follows through.
- Praise Beth when she does follow directions on the first command with, "Good coming to the table, Beth. You did it all by yourself."

5. Karen will comply to adult direction with one redirection.

Procedure:

- The adult gives the direction. Wait five to ten seconds for sufficient processing time.
- If Karen protests or makes no move, give the direction again. Wait two seconds.
- If she makes no response, say, "I will help you," and physically assist her if necessary. If Karen makes a move before physically assisting, follow through with the physical assistance. Help superficially by not doing all the work of getting her up, etc., or helping her through.
- If Karen complies before the cue, "I will help you," intermittently reinforce her socially and verbally.

6. Ken will comply with familiar verbal directions from adult in all settings by the second request.

Procedure:

- Ken follows and depends on routine. He needs a very structured, consistent program.
- The problem he has complying is when he has a different idea or when there has been a slight change and he is clinging to the familiar way.
- Ken will be given the direction, "Wait 3 seconds," but move toward the activity as if you expect compliance.
- If he does not respond, say, "Ken, come to the table now or I'll help you." In three seconds, physically assist him. Ken does not like physical assistance so make this quick with no verbalizing.
- Ken needs space and time to perform independently.
- He needs to build trust in adults through having them treat him in a calm, consistent manner.

- He also needs information about changes, expectations and rules.

7. Nicki will work when told, "Work," and play when told, "Play."

Procedure:

- When it is time to work on specific tasks or activities, give the direction with total communication - "Time to work," even though this may get an adverse reactions.
- When Nicki is fooling around during lessons, give total communication, "It is time to work, or "Work, Nicki."
- Praise him with, "Good work, Nicki." This will help him distinguish between free play time and structured work time.
- Nicki does play, but when he is finished working or when it is play time, give total communication, "Nicki, play now," or "Go play," etc.
- When playing tell him, "Nicki is playing." Praise him with, "Good playing."
- It may be confusing to use "Play piano," so just use piano sign.

8. Gary will follow all transitions independently.

Procedure:

- A set routine will be established.
- When cues are given verbally either through reference to time or through a familiar direction, Gary will go from place-to-place without assistance.
- He will be responsible for getting or taking his supplies when needed.
- Reinforce Gary at the completion of each transition he has made independently.

9. Greg will accept changes in his routine when prepared ahead of time for the change.

Procedure:

- Greg can only be expected to accept two or three changes a day and care should be taken to explain these to him. Greg is listening and understanding much of what we say. Although he cannot tell us with words, he does respond well to verbalizing.
- Use pictures and objects while explaining changes.
- Greg needs to be desensitized at his pace to all new procedures, expectations, and places. This has been highly successful and should be planned and used whenever possible for Greg.
- Talk him through changes as they have been explained.
- Praise his efforts often.
- We also need to help him express himself with his communication board and signs. Interpret for him when possible.

10. Jerry will accept changes in routine after being prepared ahead of time.

Procedure:

- Jerry works best in a tight structure and routine. This year changes in people are being built into Jerry's schedule and care is being taken to explain changes.
- Jerry is beginning to accept change when he has some trusting relationships with people. This is an important developmental stage. His crying when someone leaves is part of this stage.
- In implementing this objective, it will be important not to overload Jerry and to remember his social developmental level is between two and three years of age.
- Most reinforcement for Jerry has become social approval and the tasks themselves. He enjoys most activities once he masters the routine and technique so he doesn't have to struggle. Hugs, smiles, praise and touches are all reinforcing and he looks for these. He wants his accomplishments noticed!

11. George will observe familiar physical boundaries independently for 15 minutes.

Procedure

- Show George the boundaries by walking around them.
- If he goes beyond them, say firmly, "George, stop." Then, "Come back."
- If he does not, and you must get him, he should quick sit for 5 to 10 seconds. This helps to calm him down.
- Show him the boundaries again.
- The direction, "Out of bounds," is used for closets, cabinets and other places George should not be.

12. Nicki will climb only on climbing equipment.

Procedure:

- Avoid unneccessary climbing opportunities like ladders, and chairs against things, etc.
- Praise Nicki for sitting, keeping his feet on the floor (i.e., not climbing).
- Show Nicki where to climb and say, "Climb up," "Good climbing," etc.
- If Nicki does climb where he should not, give total communication cue, "Nicki, come down," (sternly). If necessary, give this again and physically assist him.
- When he is down, explain firmly, "Stay down. No climbing on."
- Remain close by so this can be enforced and his staying down can be reinforced.
- If Nicki persists, use a sit-out procedure.

13. Ken will be quiet (i.e., no screaming) when required.

Procedure:

- Some of Ken's screaming is best ignored as it is partially from excitement. When ignored it often stops and a redirection can be given.
- However, sometimes Ken gets very worked up and excited, then the screaming is accompanied with running, laughing, etc. He needs

help to calm down. Changing or structuring activities is usually the most effective means to deal with this.

- Ken can be redirected quite often when he comes up to you and yells by your saying, "Tell me what you want." You are acknowledging his desire to communicate and giving him a means.
- When Ken is screaming in protest and is very upset, it is best to use verbal explanations. "You don't want me to help you." "Mom and Dad are gone now. They will be back Friday."
- Try to avoid using physical assistance until Ken hears your explanations and can respond himself.
- When he is so upset that the screaming is accompanied by hair pulling, tell Ken firmly and directly to "Let go!" If there are other behaviors, say "Stop that!" in a firm tone.
- Occasionally a sit-out followed by a structured activity might be needed to bring Ken under control.

14. Ken will keep his hands only on the materials associated with a task or activity.

Procedure:

- Avoid exposing Ken to too many temptations. Have only the materials he needs in front of him.
- Tell him what the rules and expectations are.
- Cue him, "Wait."
- If Ken grabs or shuffles materials, putting your hand on the materials or removing them until he is ready works best. Grabbing Ken's hands is not effective.
- Verbal directions which tell Ken what to do are much better than physical assistance.
- Reinforce him for working on a gradually increasing schedule.

15. Nicki will come and go between activities with a group and with adult verbal direction only.

Procedure:

- Nicki will walk beside the adult with the adult touching the back of his collar when necessary.
- Give total communiation cues: "Walk with me," "Good walking, Nicki," "Stay with me," etc.
- Next, expect Nicki to walk beside you giving only total communication cues when needed. Pace yourself with him.
- Praise him. Use "Wait" if he starts to get ahead too far.
- Then, expect Nicki to walk with a group of children with adult present.
- When he has accomplished these steps, expect Nicki to go at least 50 feet from one adult to another to a familiar destination.
- Do not hold Nicki's hands when walking unless it is necessary to avoid danger or to wait. He needs to learn to restrain himself and follow verbal cues.
- Food reinforcment may be helpful in the learning stages.

16. Nicki will sit in a one-to-one activity for 15 to 20 minutes using his hands for the task and the materials as designed.

Procedure:

- Nicki will have an assigned work area free from distractions.
- Specific interventions are designed for the following:
  Grabbing: Arrange materials out of his reach except those he is using. Move lessons quickly and smoothly. Be prepared. His right hand should be in his lap if two are not needed. Use cue, "Hand down." If he grabs something, use total communication cue, "Give me." Physically assist him if needed.
  Throwing items: Same as above. Prevent this! If something lands on the floor, pick it up and tell Nicki what to do with it, physically assisting him to do it. Picking things up is something Nicki likes and is reinforcing and disruptive.
  Putting his head down or back: Say, "Sit up, look." Then physically assist him to do this. Hold his head in position until he is ready to hold it himself. Stand behind him when needed. Be direct and firm.
  Getting up: If Nicki starts to get up, the total communication cue, "Sit down," "Work," is firmly stated.

Use touch cues and physical assistance if needed. Do not permit him to get up.
Flicking or flipping items: Prevent this if you can by holding the item until it is ready to be used. If he is flipping, give total communication cue, "Give me," or "Put down." Then assist him to do so immediately. Redirect him to use the object appropriately.

- Praise Nicki and reinforce him throughout lessons for performing as requested and expected.

17. When given the verbal cue, Karen will engage in an incompatible behavior to her self-injurious and/or self-stimulating behaviors without adult assistance.

Procedure:

- When Karen engages in a self-injurious or self-stimulating behavior which interferes with functioning, or may hurt her, tell her to engage in an incompatible behavior.
- If she is rocking hard, ask, "Karen, do you need to stand up?"
- If she stops and continues the task, reinforce her, "Good sitting."
- If the rocking continues, say, "Karen, stand up," and have her continue the task.
- After a short interval (30 seconds) ask her, "Are you ready to sit quietly now?"
- If "Yes," allow her to do so and reinforce her.
- If not, she stands until asked again. (Karen does not like to stand.)

18. Jerry will respond to contingencies, "Do this_________, then this________," in a variety of activities and situations without becoming upset.

Procedure:

- Jerry has learned about contingencies through structured sessions. It should now be used in natural situations such as:

"Put on your coat; then go outside."
"Put on your pants; then come out of the bathroom."

- It can be used for things Jerry doesn't want to do:
  "Take a bite of peas; then a bite of cookie."
  "Wash your hair; then have a snack."

- It can be used for sequencing events:
  "Ride your bike; then go down the slide."
  "Sit for music; then story."

- A list should be prepared by a staff member from each discipline and periodic charting of Jerry's reaction to the contingency should be made.

19. Ken will sit through 15 minute lessons or activities with no more than one reminder.

Procedure:

- This is very difficult for Ken to do. He moves his body in many different ways and gets up and down often.

- In one to one lessons it helps to sit beside him or very close so there can be touching when Ken desires this.

- In group lessons Ken needs to know the order of the lesson and all expectations.

- A specific space or place to sit helps him.

- When possible and appropriate, reinforce members of the group for sitting on an intermittent schedule.

- After two reminders it may be necessary to say, "Ken, sit in your seat or I will help you." Then gently physically assist him. (Touch cues are usually sufficient for Ken.)

20. George will sit through individual tasks or activities until completion or up to 20 minutes.

Procedure:

- A series of tasks will be used in these lessons establishing clear expectations and teaching directions through demonstrations.

- George sometimes gives himself the directions when performing tasks. This helps him move to a higher level of independence and keeps him working on tasks.

- Delayed echolalia such as commercials or songs that interfere should be ignored and redirection given. Usually this happens when George is excited or when he is agitated because he doesn't know something.

- Sometimes he needs reassurance.

- Individual lessons include fine motor, reading, math, speech, language and work on the typewriter.

- Reinforce George for sitting for increasing lengths of time.

21. Nicki will sit with a group for 10 minutes with two redirections.

Procedure:

- Nicki will sit beside the adult in a group situation to arrange a preventative environment.

- Praise and reinforce him at the completion of sitting, not during the task.

- Specific interventions are designed for the following:
  Getting up: Touch cue to his shoulder or arm to prevent this. Total communication - "Sit."
  Pushing his chair back: Prevent when possible by touch cues, hooking your foot under his chair leg, ignoring and redirecting. If he does push back, stop him and redirect. If he has pushed back assist him in getting up and pushing his chair back with no attention verbally.
  Bothering others: e.g., grabbing their materials or pushing on them. Give a firm, "No," and redirect him to his materials. Use physical assistance if needed.

- Group lessons include: Listening 10:00 to 10:15, Art 1:10 to 1:20, Story 2:15 to 2:25, Music two days a week and Snack 10:50 to 11:00.

- At mealtimes he will be expected to sit, but needs more redirections for eating.

- Reinforce his efforts to sit in a group.

22. Beth will complete tasks or activities within an allotted time span.

Procedures:

- Beth will be taught what the completion of a task means and will not be permitted to perseverate on tasks or change the subject.

- When Beth perseverates: Hold up your palm and say, "Stop." Remove the activity and redirect her. Ignore her efforts to continue.

- When Beth asks a question or changes the subject, such as "What's that?" it will be answered once and she will be redirected back to the task.

- Reinforcement for completion will be provided as well as a visual means to show her how many tasks must be done in a given time period. This could be a card divided into segments with stickers put on each part. Beth enjoys writing on the back of the card with a felt pen as her reinforcer.

23. Beth will choose between two or three alternatives and follow through with that choice.

Procedure:

- Beth will be presented with concrete choices that she can see. "You may do the puzzle or the stack toy." They are there in front of her.

- When she chooses one, the other one is removed until she completes, plays with, or uses this choice for two to three minutes.

- If Beth has a choice of taking one among many, like one spoon or pencil, she will be directed to "Take one spoon" and physically assisted to take one after 15 seconds, if she is still fingering them.

- Gradually increase the number of choices to three. Include new activities which she has learned as choices.

- Praise Beth for choosing.

24. Given a choice of three activities, Karen will choose one and carry through with it for 15 minutes independently.

Procedure:

- Karen will be given a choice of two familiar activities. At first, activities should be ones she has previously enjoyed, such as T.V., swinging, or reading a book. Later these will be faded out as choices.

- Give a verbal cue: "Do you want to __________, or ________? You choose." Wait for a response.

- Then say, "You choose or I will choose for you." Wait for a response, then choose for her if necessary. Give her help as needed, but give Karen a chance to respond first.

- Use demonstration, verbal cues, or physical assistance if needed.

- Free time can be used as a contingency. "First _______, then free time."

25. Gary will do simple errands independently.

Procedure:

- Gary should be given an opportunity to go get something and bring it back or deliver a note to someone.

- Asking for something is too difficult for him at this time. Sometimes he remembers what to ask for, but doesn't ask the person directly.

- He does remember where to go to get or take something.

- Reinforce his efforts.

26. Jerry will express his anger, frustration and refusal in a learned socially acceptable way.

Procedure:

- Jerry now signs, "Stop," and "No." Noise bothers Jerry and he is trying to sign, "No noise."

- He is also just beginning to push, bite or pinch an aggressor back instead of flying at the adult. This will be encouraged within reason; preferably eliminating the biting and pinching.

- The adult will always interpret Jerry's efforts to express himself and tell another child for Jerry.

- As Jerry learns more spontaneous signs and has pictures of key people available to point to, he should have more alternatives.

- The adult should help Jerry express what is wrong by modelling and saying, "Tell me, you are mad. Bill pulled your glasses," or "Tell Bill, 'No' or 'No like, go away.'"

- A firm, "No crying" with total communication has had some success at group activities when he is jealous of adult attention.

- An occasional sit-out has been used for this disruptive group behavior with a return to the group.
- Jerry needs to use other means than crying to say, "I want you to be with me," or "I don't like what is happening."
- Some of this behavior can be ignored after an initial explanation of understanding and facts to Jerry.
- Jerry needs lots of positive strokes for all his accomplishments. We don't want to take his successes for granted.

Conclusion

This sourcebook has emphasized bringing consistency, order and structure into the confusing worlds of children with autism, while continuously teaching adaptable and flexible behaviors so they will eventually learn to function in natural settings. Designing environments and programs to ensure successful learning while still permitting independent growth and risk taking is not easy. Using positive techniques and reaching agreement on what to ignore, what to emphasize and what to change is arduous.

Because autism is such a perplexing developmental disability and because children with autism are often inconsistent and so different from each other, opinions on behavioral strategies vary widely. This sourcebook presents a philosophy from which to build a successful program. It has worked well with many autistic children and has been implemented by a large population of adults. These adults were supported in their efforts and were able to discuss the children's gains and regressions as well as their own frustrations and joys. This support and understanding is as important as knowledge to ensure a program that makes progress toward long range goals.